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This report presents the results of a developmental project which was conducted during 1966 and 1967 to plan and implement a program of student personnel services in Georgia's 25 post-secondary vocational-technical schools. In this report, student personnel services were defined as those services which aid the student to: (1) perceive realistically his own potentialities, values, and interests, (2) understand those educational and occupational opportunities available to him after program completion, (3) organize his information to a plan of action, and (4) implement the decisions made. Within the context of this study, student personnel services were divided into seven major areas: Preadmissions, Admissions, Records, Counseling, Information, Job Placement, and Evaluation. A follow-up program was designed to provide data which will: (1) assist student personnel specialists to determine which services need strengthening, (2) help administrators to determine instructional and curricular needs in the total school program, and (3) provide occupational information to potential area school students. (CH)

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FINAL REPORT
PROJECT NO. 236
GRANT NO. OE-6-85-059

DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

Volume I. Final Report.

DECEMBER 1968

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Final Report

Project No. 236
Grant No. OE-6-85-059

DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES IN AREA VOCATIONAL-TECHNICAL SCHOOLS
Volume I

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December 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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The student personnel services described in this report were developed by committees of persons from Georgia's post-secondary vocational-technical schools. Consultants from across the nation stimulated the thinking of the committee members, but the report reflects primarily the thinking of local school personnel. The names of the persons responsible for each chapter on a particular service are given at the end of that chapter.

Dr. Jack P. Nix, formerly the Director of the Division of Vocational Education and now Georgia Superintendent of Schools, strongly encouraged the initiation of the project. The present Director of Vocational Education, George W. Mulling, gave his enthusiastic support to the project and insured its success. To these two men in particular, and to all of the other personnel in the Division of Vocational Education who gave encouragement and cooperation, the project staff is deeply indebted.

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SUMMARY

Beginning in the early 1960's, the state of Georgia built a network of 25 post-secondary vocational-technical schools. In order to improve the ability of these schools to fulfill their educational function, a developmental project was conducted during 1966 and 1967 to plan and implement a program of student personnel services in these schools. The results of that project are given in this report.

The State Board of Education made funds available for the employment of student personnel specialists in the schools. With the aid of funds from Section 4(c) of the 1963 Vocational Education Act, these student personnel specialists, along with school directors and assistant directors, were organized into committees which met with consultants in order to develop the student personnel services.

Prior to the committees actually beginning work, a study was conducted to discover the perceptions held by local school personnel and the students concerning the student personnel services needed and the extent to which they were currently being performed. The results of this study served as a basis for committee work and enabled those persons involved to develop student personnel programs based upon the unique needs of the particular schools.

After the committees had made final reports recommending the types of student personnel services to be implemented, a second phase of the project was conducted. It consisted of two major activities: local in-service meetings for each total area school staff and continuing study by the student personnel specialists of the plan and its relationship to principles of student personnel work. Student personnel specialists in each school took the initiative in planning and conducting one two-hour in-service meeting each month from October 1966 through April of 1967. These meetings centered attention on a different student personnel service each month. The state department of education project staff provided leadership, consultative services and resource materials to the student personnel specialists and thereby assisted them in planning and conducting these meetings.

In October of 1967, a national conference was held to disseminate results of the project. Participants represented almost every state in the continental United States.

The student personnel services developed were divided into seven major areas: preadmissions information, admissions, records, counseling, information, job placement and evaluation.

The basic goal of the Preadmissions Information Service is to inform potential students of career opportunities available through training in post-secondary, vocational-technical schools. This service consists three basic elements: 1. developing materials of high quality to use in informing potential students, 2. creating close working relationships with feeder schools, and 3. launching a general publicity campaign through news media and community agencies.

The major objective of the Admissions Service is to provide a systematic procedure for assisting students in the selection of curricula best suited to their interests and abilities and to the requirements of the school. The admissions program is also responsible for efficient processing of student applications through the time when the student is enrolled into the school. To function effectively, an admissions program must be led by a professional student personnel specialist and must include clearly defined admissions policies, minimum entrance standards, early testing and admissions dates with valid tests, a pretechnical program, preadmissions and postadmissions counseling, and organized registration procedures. All of these elements must be combined into an organized admissions procedure.

The Student Records Service provides data to assist students and the school personnel before the student enrolls, during the time he is enrolled, and after he leaves the school. Eight types of records of general interest are the following: 1. the counseling folder, 2. permanent record, 3. the application for admission, 4. grade reports, 5. reports to high schools, 6. reports to area school instructors, 7. enrollment reports, and 8. the student status card.

Counseling is the common thread running through almost all student personnel services. For many students it provides a focus which adds meaning to the other student personnel activities. Counseling services in area vocational-technical schools are most adequately based upon the perspective of assisting students to make decisions. Such assistance should be given to students at four major choice points. It should be available when the student decides to attend the school, when he chooses a particular curriculum, when he encounters difficulties during the time he is enrolled, and when he decides which job to enter upon leaving the school.

Through the Information Service, students become aware of the decisions they face, of the alternatives available, of their own characteristics, and of the ways in which these three are related. The Information Service is performed primarily through a series of group guidance units taught by instructors. Student personnel specialists serve as resource people for the instructors who are carrying out this responsibility. The group guidance units cover such things as exploring a career field, organizing and planning schoolwork, advancing in a job, entering a career field, and managing finances.

The Job Placement Service assists students to enter jobs in which they can be successful and which will being maximum benefits to them. Job placement procedures are based upon a cooperative strategy involving instructors and student personnel specialists. The service is built around TECHDAYS, a special program coordinated on a statewide basis and designed to bring employers into the school to interview graduating students. In addition to TECHDAYS, continuous job placement activities are carried out by the school staff.

In order to have continuous feedback of data to determine the extent to which the student personnel procedures are accomplishing their objectives, an Evaluation Service is needed. A minimum evaluation plan includes six approaches. The state supervisor of vocational guidance collects data on enrollments, on student characteristics, and on alumni; the same supervisor meets with vocational education administrators and student personnel specialists to discuss implications of the data gathered; schools are encouraged to conduct employer follow-ups; student personnel specialists are encouraged to undertake research studies to determine the relative effectiveness of various student personnel practices; statewide research studies of specific practices are planned as needs arise and as resoources can be organized; and student personnel services are evaluated as part of the total school evaluation conducted periodically.

Through effective student personnel services area vocational-technical schools can maintain an emphasis on the needs of the individual as he progresses from a potential worker to a skilled and employed worker.

Chapter I

BACKGROUND

A cursory examination of the current scope of vocational education in Georgia, and of its area vocational-technical schools in particular, should be a helpful context for understanding the material in this report.

In Georgia, three approaches to vocational education are currently in operation at the secondary level. A majority of high schools in the state have vocational departments, and comprehensive high schools have students attending from nearby high schools one-half day to obtain vocational training as of school year 1967-68. Designated as area vocational high schools, the development of these schools is being considerably augmented as this report is written. Additionally, Georgia has three self-contained vocational high schools offering this type of secondary educational experience exclusively.

At the post-secondary level, Georgia has three basic types of vocational and technical education programs. There are 22 area vocational-technical schools for commuting students operated by local boards of education under the supervision of the Division of Vocational Education of the State Department of Education. Some are operated by a single school system, others by two or more school systems under a cooperative agreement, and some by separate boards of education. The Division of Vocational Education directly operates two residential technical and vocational schools. In addition, there are usually about 75 MDTA programs being conducted across the state.

The student services described in this report were developed for the post-secondary state and area vocational-technical schools. Five factors brought area vocational-technical schools to Georgia. The population of Georgia was shifting from rural to urban; technical advances were raising the level of training needed to compete for the highly specialized jobs which were developing; Georgia's per capita income was low; new industry of the type which used technicians and skilled workers was needed; and high schools could not answer the need for providing such a labor force.

During the 1950's, there was a continual population shift from rural to urban among Georgia's approximately four million people. Almost 60 percent of the counties in Georgia lost population during the fifties because nonfarm economic opportunities in these counties failed to absorb unneeded agricultural workers. Projections indicated that the trend would continue.

These unprepared people stepped into a situation which daily offered less and less opportunity to the unskilled worker. A survey of large firms in Georgia disclosed a need for 138 new plant job titles representing a total of 8, 000 new technical jobs in the period 1961-66. These technical positions required not only graduation from a comprehensive high school, but graduation from a specialized curriculum such as that provided in an area vocational-technical school.

In addition, there was a great need to generate more of the highly specialized jobs because the people of Georgia needed higher salaries to improve their economic situation. The per capita personal income in Georgia in 1960 was $1, 661, as contrasted with $1, 761 in the Southeastern area and $2, 271 in the United States. Georgia was plainly a poor state in a poor region. Only three states outside the Southeast had a lower per capita income than Georgia in 1960.

If Georgia was to raise her per capita income substantially, she had to produce more technicians and skilled laborers to attract new industry. Management of new industry was not happy with the lack of highly trained labor. In a survey, 95 per cent of the respondents felt that the supply of unskilled and semiskilled labor was adequate, but about one-third replied that the supply of skilled and managerial talent was inadequate. It was felt that companies needing skilled labor, trained supervisors, and capable management would be less attracted to Georgia. The idea was supported by Fulmer and Green's study (1962). They compared Georgia with the United States and found that Georgia had in 1960 only 35 percent as many engineers, 55 per cent as many craftsmen, and 25 percent as many secretaries, stenographers, and typists as the nation.

It was impractical to attempt adding vocational courses to existing high schools because, of Georgia's 518 high schools, only 125 had over 100 students in the senior class in 1963. The schools were too small to provide comprehensive vocational programs.

One approach to filling the need for more technical and skilled workers was the creation of a statewide network of area vocational-technical schools to serve post-secondary students.

In 1959, the only post-secondary vocational schools in operation under the Georgia Division of Vocational Education were the two state schools, North Georgia Technical and Vocational School and South Georgia Technical and Vocational School. Both had opened in the middle 1940's, and had proved the worth of vocational schools, paving the way for acceptance of the new area vocational-technical school concept.

In 1959 work began on new area vocational-technical schools. Area after area applied for a school, and a network began to develop rapidly. The first school opened in September, 1961.

In 1968-69 there are two state schools and 22 area vocational-technical schools offering 49 preparatory programs (see Table 1). Many of these schools are expanding their facilities, and others will be expanded by 1970.

The rapid growth of area vocational-technical schools in Georgia can be pictured by considering the situation as it is expected to be by 1969-70 as compared with what it was in 1959-60 before the schools began developing.

The number of schools will have increased from 2 to 25, located across Georgia as shown in Table 2.

The number of preparatory students enrolled will have increased from 800 to 15,000, and preparatory teachers will have grown in number from 40 to 650.

The number of students in short-term classes will have increased from 400 to 40,000, and short-term students will require 2,400 teachers by 1969-70.

From one million in 1959-60, the investment in buildings and grounds will have jumped to almost twenty million. And the value of instructional equipment will have multiplied one hundred times--from a quarter of a million to over twenty-eight millions of dollars.

Much of the enrollment growth in Georgia's program of post-secondary vocational and technical education can be attributed to the program of student personnel services that have been developed in these schools.

REFERENCE

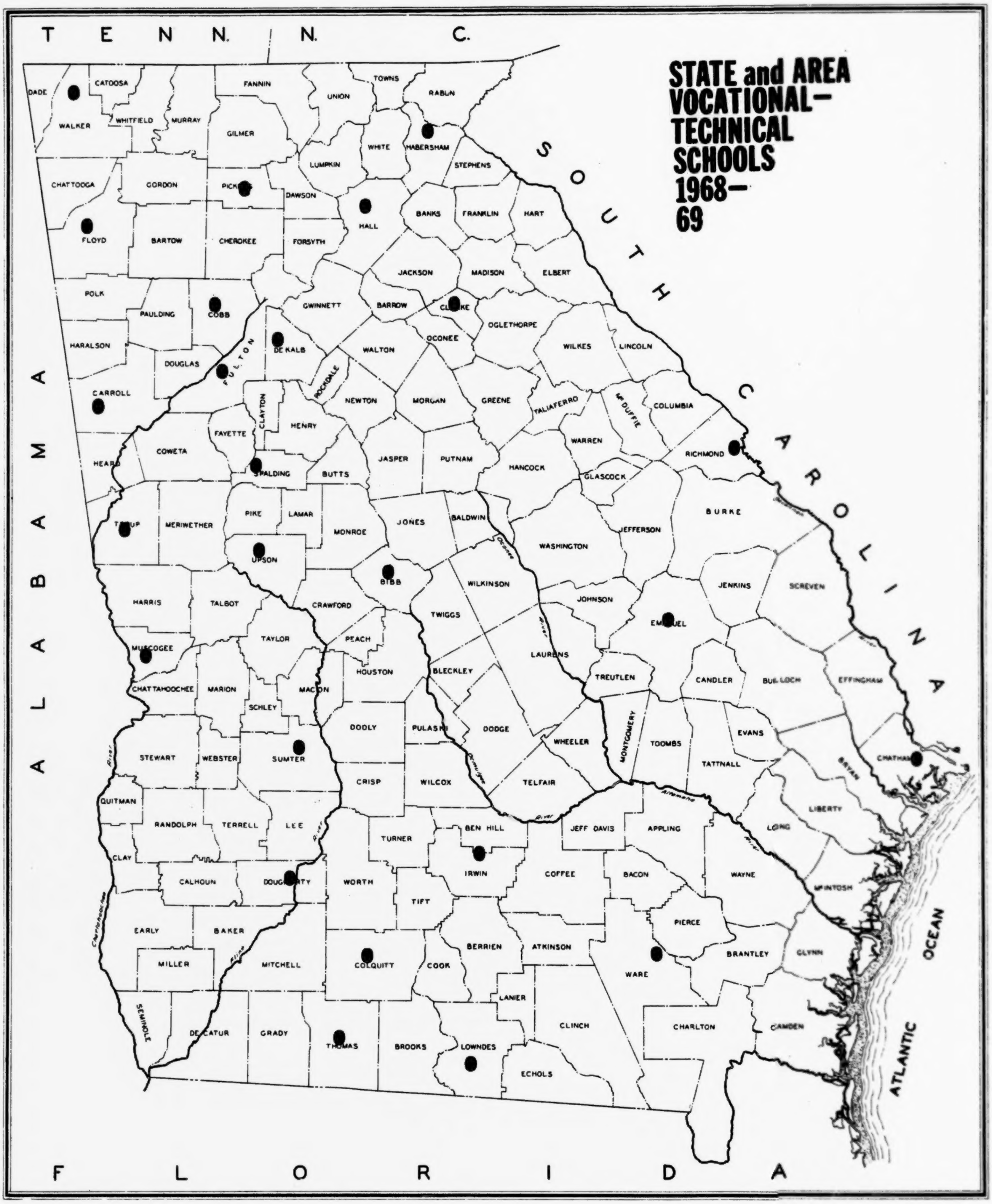
Fulmer, J. L. & Green, R. E. Analysis of Georgia's Technical, Skilled, and Clerical Labor Requirements and Training Needs: 1962-1967 Atlanta: Georgia Department of Labor, 1962.

Table 1

PREPARATORY PROGRAMS IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

COURSE OF STUDY SCHOOL (and Location)	NUMBER	TECHNICAL OCCUPATIONS	Building Construction Technology	Chemical Technology	Civil Technology	Data Processing Technology	Drafting & Design Technology	Electrical Technology	Electronic Technology	Food Service	Industrial Engineering Technology	Instrumentation Technology	Mechanical Technology	Research Laboratory Assistant	Sanitation Engineering Technology	SKILLED OCCUPATIONS	Air Conditioning & Heating	Architectural Drafting	Automobile Body Repair	Automobile Mechanics	Aviation Mechanics	Barbering	Brick, Tile & Stone Masonry	Carpentry & Cabinetmaking	Commercial Art	Cosmetology	Farm Equipment Repair	Diesel Mechanics	Electrical Appliance Servicing	Electrical Construction & Maint.	Electrical Drafting	Fabric Maintenance	Housewiring	Industrial Electricity	Industrial Sewing	Industrial Sewing Mechanics	Machine Shop	Mechanical Drafting	Office Machine Repair	Offset Printing	Photography	Printing	Radio & TV Repair	Shoe Repair	Small Gasoline Engine Repair	Textile Science	Upholstering	Watch Repair	Welding	OFFICE OCCUPATIONS	Accounting	General Clerical	Secretarial Science	IBM Punch Card Accounting	HEALTH OCCUPATIONS	Dental Assistant	Dental Technician	Medical Laboratory Assistant	Medical Office Assistant	Practical Nursing	DISTRIBUTIVE EDUCATION	Management
STATE OPERATED SCHOOLS																																																														
South Georgia (Americus)	18						x	x				x						x	x	x			x		x	x	x		x						x		x				x				x				x		x							x		
North Georgia (Clarkesville)	23							x				x				x		x	x			x	x		x			x	x		x	x				x	x			x		x	x	x			x			x		x					x		x		
AREA SCHOOLS																																																														
Albany Area (Albany)	16						x	x				x				x		x	x			x			x				x							x	x					x						x		x		x							x		
Athens Area (Athens)	13					x	x		x				x	x			x		x	x																	x		x										x		x		x									
Atlanta Area (Atlanta)	38		x	x	x	x		x	x	x	x		x		x		x	x	x	x	x	x	x	x	x	x		x						x	x		x	x		x		x	x						x		x	x	x			x	x	x	x	x		x
Augusta Area (Augusta)	19				x	x	x		x	x		x					x		x	x			x			x				x							x					x	x						x		x		x							x		
Ben Hill-Irwin (Ocilla) *	10									x										x						x	x	x		x							x	x											x											x		
Carroll County Area (Carrollton)	11												x																	x						x		x	x											x		x		x							x		
Coosa Valley Area (Rome)	16					x	x	x	x				x				x			x									x								x	x					x						x			x	x					x	x		
Columbus Area (Columbus)	17				x				x				x				x			x			x			x			x								x	x					x				x		x		x		x						x		x	
DeKalb Area (Clarkston)	25			x		x	x	x	x			x	x				x			x								x	x		x			x			x	x	x	x			x						x		x		x	x				x	x	x		
Griffin-Spalding Area (Griffin)	14								x								x		x	x			x	x													x	x					x			x			x		x		x							x		
Lanier Area (Oakwood)	10								x								x			x									x	x							x								x				x		x		x									
Macon Area (Macon)	16						x	x				x				x		x	x		x				x				x				x			x			x			x						x		x		x							x		
Marietta-Cobb Area (Marietta)	16					x	x	x	x				x				x			x						x											x		x				x						x		x		x						x	x		
Moultrie Area (Moultrie)	9						x		x								x			x								x									x												x		x		x									
Pickens County Area (Jasper)	10						x		x								x			x						x			x								x												x		x		x									
Savannah Area (Savannah)	20			x	x		x	x	x			x	x				x		x	x			x	x		x				x							x						x	x							x		x							x		
Swainsboro Area (Swainsboro)	9								x								x			x										x							x	x													x		x							x		
Thomas Area (Thomasville)	12						x		x								x		x	x			x	x													x						x								x		x							x		
Troup County Area (LaGrange)	11								x											x									x								x	x								x			x		x		x	x						x		
Upson County Area (Thomaston)	11								x								x			x														x			x	x					x						x		x		x							x		
Valdosta Area (Valdosta)	11						x	x												x								x									x	x					x						x		x		x							x		
Walker County Area (Rock Spring)	10						x		x								x			x									x								x						x						x		x		x									
Waycross-Ware County Area (Waycross)	14								x								x			x			x	x		x											x	x					x				x		x		x		x							x		

Table 2



STATE and AREA VOCATIONAL-TECHNICAL SCHOOLS 1968-69

TENN.
N.C.
SOUTH CAROLINA
ALABAMA
FLORIDA
ATLANTIC OCEAN
DADE
CATOOSA
FANNIN
TOWNS
UNION
RABUN
WALKER
WHITFIELD
MURRAY
GILMER
WHITE
HABERSHAM
LUMPKIN
STEPHENS
CHATTOOGA
GORDON
PICKENS
DAWSON
HALL
BANKS
FRANKLIN
HART
FLOYD
BARTOW
CHEROKEE
FORSYTH
JACKSON
MADISON
ELBERT
POLK
PAULDING
COBB
GWINNETT
BARROW
CLARKE
OGLETHORPE
HARALSON
DEKALB
WALTON
OCONEE
WILKES
LINCOLN
DOUGLAS
FULTON
ROCKDALE
CARROLL
CLAYTON
NEWTON
MORGAN
GREENE
TALIAFERRO
McDUFFIE
COLUMBIA
FAYETTE
HENRY
WARREN
COWETA
HEARD
SPALDING
BUTTS
JASPER
PUTNAM
HANCOCK
GLASCOCK
RICHMOND
TROUP
MERIWETHER
PIKE
LAMAR
MONROE
JONES
BALDWIN
WASHINGTON
JEFFERSON
BURKE
UPSON
BIBB
WILKINSON
JOHNSON
JENKINS
SCREVEN
HARRIS
TALBOT
CRAWFORD
TWIGGS
EMANUEL
TAYLOR
PEACH
MUSCOGEE
LAURENS
HOUSTON
BLECKLEY
TREUTLEN
CANDLER
BULLOCH
EFFINGHAM
CHATTAHOOCHEE
MARION
SCHLEY
MACON
DOOLY
PULASKI
DODGE
WHEELER
MONTGOMERY
TOOMBS
EVANS
STEWART
WEBSTER
SUMTER
CRISP
WILCOX
TELFAIR
TATTNALL
CHATHAM
BRYAN
QUITMAN
RANDOLPH
TERRELL
LEE
BEN HILL
JEFF DAVIS
APPLING
LIBERTY
LONG
TURNER
CLAY
CALHOUN
DOUGHERTY
WORTH
IRWIN
COFFEE
BACON
WAYNE
TIFT
McINTOSH
EARLY
BAKER
PIERCE
BERRIEN
ATKINSON
BRANTLEY
GLYNN
MILLER
MITCHELL
COLQUITT
COOK
WARE
LANIER
SEMINOLE
DECATUR
GRADY
THOMAS
BROOKS
LOWNDES
CLINCH
CHARLTON
CAMDEN
ECHOLS
Chattahoochee River
Flint River
Ocmulgee River
Oconee River
Altamaha River
Savannah River

Chapter II

PROCEDURES

INTRODUCTION

If one statement could summarize all of the ideas, concepts, and practices in education which produce optimal results for individual persons, it would approximate closely a description of what has been called "the guidance point of view," or "the counseling attitude." It would incorporate many of the optimistic views of the nature of man and his work in the world and those conditions under which man attains his optimal development as an individual and as a society.

The school in American society has the possibility of real progress for man if it can incorporate the current streams of thought in the two fields of guidance and vocational education. Vocational education concerns itself with the central activity of man, his work which often determines his "style of life." Guidance and counseling concerns itself with the ways each individual uses his uniqueness in his "style of life."

The process used in the planning of the state-wide program of student personnel services in area vocational-technical schools in Georgia illustrates two convictions.

1. Federal involvement in education must increase in both amount and variety in order that the purposes of education may be realized; but the optimal use of Federal contributions depends upon the process used by state and local leadership to fit programs to conditions.

2. There is one basic belief of guidance, personnel services, and counseling which also appears to be an essential component of all optimum conditions of education. This belief is that an individual acts on decisions he makes from his own perceptions, and that he can be trusted to consider, decide, and manage his own learning, life, and work. The teacher or supervisor can only arrange conditions under which the individual can see and consider the range of information pertinent to the decisions he is making in learning, living, and working.

Legal responsibility for education has traditionally been assigned to the states. However, in recent years, education has become a matter of national security and progress, and, thus, a subject of concern for the Federal government. Predictions are made that increased activity by the Federal government in education may result in a national educational system which will ultimately be designed and controlled by the Federal government. Strong, dynamic, aggressive, forward-acting State Departments of Education can be the force that retains State involvement in educational decisions and keeps them responsive to local needs.

This project is an illustration of one organized attempt by a State Department of Education to bring together national, state, and local resources to concentrate on a state-wide problem. This approach is being described because it is believed that the assumptions and the process may have application to the solution of many educational problems.

In the fall of 1964, the status of Georgia area vocational-technical schools was of much concern, primarily because they were operating at about 40 percent capacity. All evidence indicated that there was a need for these schools to operate at full capacity if they were to make a maximum contribution to the human and economic development of the state.

Several circumstances seemed to contribute to the problems of the schools, among which were inadequate relationships between the officials of area vocational-technical schools and those in surrounding high schools; lack of organization of the admissions process; and an inaccurate image of the schools as viewed by the public. It was felt that the development and implementation of a program of student personnel services in the area vocational-technical schools would enable them to fulfill their objectives more effectively.

The State Board of Education made funds available for the employment of student personnel specialists in the area schools, and a process was planned to initiate and develop a program of student personnel services specifically suitable for the setting and purposes of these schools. The major question confronting the state leadership for guidance was how to draw effectively upon the current body of knowledge regarding student personnel services for the purpose of developing and implementing an organized program built around the problems and objectives of the area vocational-technical schools.

DEVELOPMENTAL STRATEGY

This stage--recognition of the problem--is reached many times in thinking and planning in education. There are a variety of strategies available as next steps. In the current wave of national interest in education, one strategy has been typically used. A commission of leaders in a field of study is appointed to consider the problem of a suitable curriculum for schools. They meet over several months, and draw from their discipline a set of basic concepts and principles. They then invite a dozen competent teachers to join them who are actively involved in a school situation with real persons to be educated. For a summer session, these two groups--outstanding scholars and competent teachers--struggle to find common meaning in two diverse vocabularies, and eventually design a plan. Often it is complete with daily lesson plans, exercises for students, a glossary, and evaluative instruments. The plan is then disseminated to those who will use it. Much has been accomplished through this strategy. However, the possibility of futility haunts these efforts in the transfer of the plans through thousands of teachers to the actual practice in the schools where the learners are. Implementing and fitting a well-designed plan to local conditions and needs is, itself, a complex task, requiring at least as much competence as designing the plan.

The strategy reported here differs from these curriculum revisions in a significant way. Guidance plans and procedures in Georgia's area vocational-technical schools are evolving through the continous work of those who must make them effective for the persons to be served--the student personnel specialists who work in the schools. They not only know local conditions, they are changing those conditions to achieve the purposes of the school.

Described below is the strategy devised for creating situations and conditions enabling and encouraging local school personnel to develop a solution for the problem. Knowledge of the setting, its charactersitics, goals, and needs existed among the persons administering and teaching in the area schools.

The newly assigned student personnel specialists in each school possessed knowledge of the field of personnel work, and would rapidly gain knowledge of the setting and the student population. The possibility existed for supplementing this knowledge by use of consultants in the state and nation. The process of bringing this knowledge to bear on the design and implementation of a program was based on several beliefs, convictions, and assumptions about the conditions under which work is best performed. Basically, the belief in the worker's ability to manage his own work is expanded in the several statements below of assumptions basic to the chosen strategy of supervision.

It is assumed that the student personnel specialist in the area vocational-technical schools can function best toward the purposes of the school when he:

> has a sense of participation in planning his work;
>
> gains a sense of participation by freely contributing from his own thinking;
>
> contributes his thinking about questions real to him in face-to-face communications with a small group of his peers and leaders;
>
> comes to expect, through experience, that his contributions will be respected, evaluated against the thinking of his peers, and incorporated, as suitable, in plans affecting his work and the organization;
>
> bases his contribution on his perception of the problems, goals, and setting of his own job;
>
> brings his knowledge to bear on problems, plans, and procedures and thus bridges the gap between what he knows and what he does;
>
> sees his influence in small groups result in changes in the organization;
>
> maintains his basic security under changing conditions because he takes responsibility for initiating those changes suitable to his perception of the situation;
>
> continues to consider conditions and problems of his individual performance with the belief that plans and procedures require his continued study and contribution;
>
> feels pride in the goals, tasks, and accomplishments of the organization because he is involved.

DEVELOPMENTAL PROCESS

The process followed in the development of student personnel services in Georgia's area vocational-technical schools consisted of four phases: identification, development, implementation, and review.

Identification

Phase I involved the use of opinion-type questionnaires to discover the perceptions held by local school personnel and students concerning the student personnel services needed and the extent to which they were currently being performed at that time (Bottoms, 1966). The questionnaire was administered to all administrators, teachers, and counselors, and to a 10 percent stratified random sample of students in 15 area vocational-technical schools during the fall and winter of 1964-65. This procedure attempted to avoid major conflicts regarding the role of student personnel services in vocational-technical schools by developing a program to meet needs perceived by those to be served, and including those services judged by the school staff to be suitable to the role. In this phase, questions were asked of the very students for whom the services are planned, and of the staff members whose participation is essential to the success of the services. This procedure expressed trust in the knowledge of those most involved. No generalized knowledge from other places or times would have served as well as a basis for planning.

The results of the study strongly supported the need for developing and organizining a systematic and comprehensive program of student personnel services. The study revealed a need for services to assist students at four major choice points. There were (1) the decision to attend or not to attend the vocational-technical schools, (2) the decision as to which occupational course to pursue, (3) the decision to complete the program or to make an appropriate change, and (4) the decision regarding the next step beyond the vocational-technical school.

Development

The purpose of Phase II was to involve area vocational-technical school officials in the development of the program. This phase consisted of three major activities: an organizational planning conference, seven task force committees, and a work conference.

In January of 1966, area vocational-technical school directors, student personnel specialists, and counsultants met in a two-day organizational planning conference. The purposes of this conference were to enable the participants to study the results of the survey conducted in Phase I, to derive implications for student personnel services, and to make specific plans for the development of a comprehensive program. To set the stage for the conference, Dr. Kenneth Hoyt presented nine guidelines to be considered in the establishment of student personnel services in area vocational-technical schools. As a result of the participants' study of the findings from Phase I, several things were accomplished such as the development of a preliminary job description for the student personnel specialist, the identification of activities through which he performs his major functions, and the establishment of preliminary policies for student personnel services.

The participants decided to establish seven task force committees to plan for each of the following services: information service prior to student enrollment, admissions, student personnel records, orientation and information service, counseling, job placement, and evaluation. From February through August of 1966, members of the seven task force committees spent a comulative total of over 50 days in conference in preparing their working papers. Each working paper described a particular student personnel service by setting forth the rationale, objectives, and activities for performing the service. The nucleus of each committee consisted of area school personnel specialists and one area school director. Several committees included public school teachers and counselors, area school instructors, and business and industrial representatives. In order to provide continuity, one consultant was assigned to work regularly with each committee. Numerous other consultants were used as suitable. A school director or a student personnel specialist served as chairman of each committee. The State Department of Education project staff worked with the committee chairmen in planning for each meeting and assisted in such ways as: summarizing notes from each meeting, sending them to all area school directors and student personnel specialist for reactions and suggestions, arranging for consultants, organizing and editing the final drafts of the working papers, and arranging for special consultants to review each working paper to insure that each was based on commonly accepted guidance principles.

The task force committee meetings enabled school officials to examine the characteristics and needs of their students, and of their schools, and to relate these, through consultative assistance, to sound student personnel service principles. Thus was designed a program of student personnel services specifically for the setting.

One of the committees found that their considerations required another kind of consultant and extended their meetings in a two-day conference. The committee on the Preadmissions Information Service felt that they could not adequately describe the working relationships with high school counselors without direct conversation with a representative group. This committee arranged to supplement its work by requesting the help of the Georgia Association of School Counselors in considering cooperative ways of reaching their common goals for young people.

During the month of July, 1966, a two-day conference was held with area school student personnel specialists and 15 high school counselors selected geographically from the state of Georgia. The purpose of the conference was for high school counselors and personnel specialists in area schools to examine ways in which they could work together to inform potential students of the area vocational-technical school program.

Three papers were presented the first day of the conference:

Dr. Raymond Payne Professor of Education University of Georgia Athens, Georgia	Attitude of American Public Regarding Prestige Assigned to Various Types of Work
Dr. Emeliza Swain Professor of Education University of Georgia Athens, Georgia	Stereotyped Attitudes Toward Certain Occupations--An Obstacle to Freedom of Choice
Dr. Kenneth B. Hoyt Professor of Education University of Iowa Iowa City, Iowa	Behavior of Area School Personnel Worker in Working with Surrounding High School Counselors: Relationship, Activities, and Materials

On the second day of the conference, working committees were established for the purpose of writing a statement on the following topics:

> The role of the high school counselor and the area school personnel specialist in working together to assist students to examine opportunities in vocational-technical schools;

Activities to assist students to examine opportunities in vocational-technical schools and specific responsibilities in each activity to be assumed by high school counselors and by personnel specialists in vocational-technical schools;

Specific information needed by high school counselors and students and media for making this information suitably available.

Statements produced by the working committees at this conference have served as a foundation upon which high school counselors and area school personnel specialists are basing their behavior as they attempt to inform students of the opportunities available in the area schools.

The working committees and their work best illustrate the process by which this plan was produced. Each student personnel specialist was able to use his knowledge in his field in considering issues of his own work. Perhaps more important still, he did so in reference to a particular setting and students, and often altered his proposals in the light of the knowledge and experience of others. Quite as often, he saw his ideas and contributions accepted as valuable and honest by his own colleagues in personnel services, other members of the school staffs, and consultants. The process itself gave him the opportunity to clarify his own understanding and to see his work more usefully.

On September 21 and 22, 1966, a state-wide work conference was held for all area school directors, assistant directors, and student personnel specialists. This conference served as the final step in the initial development of the seven student personnel services prior to a trial implementation. Since most area school officials had been involved in the development of only one student personnel service, this conference served as a means of familiarizing all area school officials with the work of each task force committee. It also established, in the perceptions of all officials, that the program was developed from their own participation and contribution. To accomplish these purposes, the work conference was planned to obtain maximum involvement of area school officials and to allow each task force member to serve as a discussion leader of the working paper his committee had prepared. The conference was unique with no speeches given and with every conference participant serving either as discussion leader or as group recorder at least once. The conference was planned in such a way that every participant would have an opportunity to discuss and react to each of the working papers. In order to accomplish this objective, there were eight one-hour-and-fifteen-minute sessions, and during each session seven different groups were meeting to discuss the same working paper. Each group had a discussion leader and a recorder, and its own consultant. Four consultants were invited from other state departments of education to consider the plan and the possibility that it had merit for area schools in other states.

As a result of the conference, area school officials developed greater awareness of the various services and a greater sense of identity with each. Some suggestions for revisions and expansions were made. Plans were developed and agreed upon for implementing each of the seven student personnel services. This concluding conference of all personnel services specialists, all school directors, and a variety of other consultants and observers gave each participant an opportunity to comment on each paper representing a personnel service. The contributions resulted in a few changes, but the questions asked clarified the thinking of all.

The generally favorable reactions to each paper served to give each committee member satisfaction in the work done, and may have strengthened his belief that he could handle his own work and that his contribution had indeed been valuable in the organization.

Implementation

The purpose of Phase III was to involve local area school staff including instructors in the implementation in each school of the student personnel services program developed in Phase II. This phase consisted of two major activities: local in-service meetings for the total area school staff, and continuing study by the student personnel specialists of the plan and its relationship to principles of student personnel work.

Local in-service meetings were conducted to inform and involve the instructors in the implementation of various student personnel services in the area schools. The student personnel specialists in each school took the initiative in planning and conducting one two-hour in-service meeting each month from October through April--centering attention on a different student personnel service in each meeting.

The State Department of Education project staff provided leadership, consultative service, and resource materials to student personnel specialists in each area school in planning and conducting these meetings.

The project staff also met with the student personnel specialists in each region four times during the year, assisting them in formulating tentative plans for their local in-service programs. Each of the four regional meetings consisted of: a simulated faculty meeting with a student personnel specialist presenting the material and leading a discussion while the rest of the group played the roles of instructors, a critique of the presentation, and a listing of the main topics which should be included in the faculty discussions.

In most schools, the implementation process took the following form as the coordinator of student personnel services dealt with each of the working papers prepared by the project. A faculty committee selected the topics to be discussed with the entire faculty and planned techniques for conducting the meeting. The meeting with the total faculty usually included a presentation of the working paper by a student personnel specialist, reactions by faculty members to specific parts, and discussions of the reactions in small groups. The same committee which planned the meeting followed it up by listing recommendations which resulted from it and by discussing the strengths and weaknesses of the meeting.

This implementation process yielded several beneficial results. No school reported general negative reactions among the faculty. Most school directors and student personnel coordinators were surprised by the eagerness and enthusiasm of faculty members. Student personnel directors were able to stimulate and maintain open and frank discussions with their faculties. Both student personnel specialists and faculty members were anxious to share ideas and to find the best ways of helping students to become responsible and productive persons. The climate was one of eagerness and creativity.

The in-service programs resulted in greater understanding of the student personnel services by faculty members and of their role in accomplishing the goals of the school through participation in student personnel services program.

No one who has worked in student personnel at either the high school or college level could fail to appreciate such an experience as this. The chance to present the program to administrators and instructors and to ask for their help is a rare happening. To have them receive the information positively and react to it cooperatively is accomplished slowly in many school settings. Vocational educators should be aware that these new schools may have staff members more readily involved in personnel services than in many other settings.

The continued close involvement of state staff with the program in cooperative ventures was a second planned part of the implementation. It is to be hoped that supervisory relationships between state departments and schools in the State can more frequently be staffed and carried throughout continuously evolving programs.

Review

During April and May of 1967, the fourth phase of the project was conducted. Area school officials had been involved for eight months in implementing a student personnel services program and it was the purpose of this phase to review each of the seven working papers in terms of their appropriateness for the school. This was accomplished by establishing seven committees for the purpose of reviewing in detail one of the original seven working papers--preadmissions, admissions, records, counseling, information, job placement, and evaluation.

The review committees were composed of student personnel specialists, area school administrators, and consultants. As a result of these review meetings, the general conclusion was that most of the plans described in the original working papers could be, and were being, implemented. The only notable exception was the information service program in which a new approach had evolved as more suitable. Expansion was suggested in several services. For example, in the development phase, there had been general agreement to concentrate on services to the day students, a less varied population which facilitated planning. By the time of the review, most schools had extended services to include night students, as suitable.

Both direct and indirect evidence indicates that the strategy and process set forth here had a positive influence upon the development of a program of student personnel services in Georgia's area vocational-technical schools.

The following facts illustrate some of the changes that have taken place since the initiation of the project:

Student personnel specialists increased from three to forty;

Student enrollment increased from .06 percent of high school seniors to 20 percent;

> The percent of students who reported that they found out about the vocational-technical school from their high school counselors increased from 15 to 26 percent;
>
> All schools now have systematic Preadmissions Information, Admissions, Student Records, Counseling, Information, Job Placement and Evaluation Services. The job placement program is coordinated statewide.

Project Evaluation

At the work conference, the participants were asked to complete open-end statements. The quotations below give the general tone of responses toward the success of the project by the school directors, assistant directors, and student personnel specialists.

The project should:

> "be the most beneficial instrument our area schools have had. It will be of value on a long-range basis."
>
> "provide exceptionally good guidelines for student personnel specialists."

The approach used throughout the project has:

> "been most impressive in that it has allowed the area vocational-technical school personnel involved to formulate policies, guidelines, etc."
>
> "enabled the participants to approach a common philosophy concerning the responsibility of personnel workers in a vocational-technical school."

For the area vocational-technical school student personnel specialist, the project should:

> "greatly assist in his being able to do a better job and should make that job better understood throughout the school."
>
> "up-grade services rendered."
>
> "provide excellent guidelines."

The project has:

> "resulted in a thorough understanding for me, and I believe most area vocational-technical school people, of the great responsibility of the personnel worker."
>
> "opened my eyes."
>
> "been the lighting of a candle in almost total darkness. Let's proceed to get street lights burning."

My feelings about the project are:

> "that it has broken the ice. More projects of this type are needed to make the area vocational-technical school become a success."

The remaining portion of the project can be strengthened by:

> "implementing the program, trying out the various methods and suggestions, expanding areas and activities where necessary, and eliminating those which are not effective."
>
> "getting some concrete evidence of results out of those involved: personnel workers and faculty."

These and other data suggest that a continious, planned, and co-ordinated cooperative supervisory relationship between state departments and local schools can be staffed and carried out and that such a process can result in considerable change and improvement at the local level.

SUMMARY

This process constitutes the first step in state-wide supervision of student personnel specialists. The on-going process of supervision can be based on the same principle, even though the procedures may differ.

To fulfill its responsibilities to the individual and to society, state guidance supervision must be planned; maximum resources must bring about change and improvement at an optimum rate of speed on a systematic and coordinated basis; and the process must assure that programs are responsive to changes in conditions and in the needs of the students served. It is believed that this can best be accomplished when the supervisor demonstrates respect for the individual's ability to manage his own work, and when the student personnel specialist is involved in making decisions regarding his work.

REFERENCES

Bottoms, James E. *Phase I Report, Research Project 236: Developing a Program of Student Personnel Services for Area Vocational-Technical Schools*. Atlanta, Georgia: Georgia State Department of Education, 1966.

Chapter III

PREADMISSIONS INFORMATION

INTRODUCTION

Informing the public of educational opportunities available through area vocational-technical schools is a function of the entire staff of such a school. However, a significant share of the work falls to student personnel specialists and this chapter focuses upon their role and activities.

To introduce a description of their role, attention is given briefly to the guidance goals of the Preadmissions Information Service, the need for the service, and methods for implementing the service. Objectives for the service are then stated as expected student behavior and as activities which contribute to the anticipated behavioral outcomes. Following the discussion of the role of student personnel specialists and the explanation of their activities are guidelines for implementation of the Preadmissions Information Service.

Guidance Goals of Preadmissions Information Service

Arbuckle (1953) and others have stressed that the Preadmissions Information Service is a useful guidance function. Through preadmissions information, student personnel specialists in vocational-technical schools assist potential students: (1) to relate their abilities and interests to the opportunities available in the schools; (2) to perceive these schools as possible educational alternatives; (3) to understand the nature and role of such schools in our society; (4) to understand the nature and value of the occupations for which vocational-technical schools offer training; and (5) to project themselves into future occupational settings prior to enrollment in the school. The Preadmissions Information Service provides potential students with additional information to enable them to make meaningful decisions about future career choices in light of today's educational and occupational opportunities.

Need For Preadmissions Information Service

The Preadmissions Information Service is organized to communicate with persons who need to give serious attention to what area vocational-technical schools offer. The Preadmissions Information Service is based upon commonly accepted guidance principles such as these outlined by Wellington (1965):

1. Every individual has intrinsic worth as a person;
2. Society has an obligation to help each individual to live a life that is individually satisfying and socially effective;
3. Knowledge of self is basic for intelligent choice and for the attainment of maximum efficiency;
4. Understanding of choices available to the individual is essential to wise selections;
5. Every individual has a right to receive assistance in making satisfactory choices and adjustments;
6. The individual has a right to that kind of assistance which will continually increase his ability for self-direction;
7. The guidance worker has a responsibility to society as well as to the individual.

More specifically, the Preadmissions Information Service is based upon the belief that the obligation to help individuals implies the active seeking out of persons in the community who can profit from vocational-technical education. Area vocational-technical school officials, especially when such schools are newly established, would be failing both society and the individual if they did not attempt to arouse interest among those who could profit from the training they offer. If persons have worth, communicating opportunities for increased self-reliance and self-direction is imperative.

A number of societal conditions require that area vocational-technical school officials inform potential students of the occupational training available:

1. The occupational structure is shifting nationally, and potential students are often unaware of career opportunities available;

2. Many potential students come from environments where they have not been exposed to experiences which enable them to understand today's job possibilities;

3. Society's attitudes regarding "acceptable" occupations and education often prevent potential students from realistically considering some job avenues;

4. The complexity of today's society, the broader range of available employment, and the isolation of most young persons from the working world, result in many potential vocational students needing supplementary information to make appropriate education-occupation decisions;

5. The purposes and objectives of area vocational-technical schools are not fully understood by most people in many sections of this country because of the recent emergence of such education at the post-secondary setting and because of the economic changes that have made this kind of education important.

Programs of preadmissions information are needed in area vocational-technical schools to reach more effectively certain segments of the population, such as potential high school dropouts, the culturally deprived, high school graduates not planning to attend college, students who enter college but fail to complete it, and displaced adult workers. The Panel of Consultants on Vocational Education (1963) supported the value of preadmissions information services and charged that information regarding training information was available but had not reached the segments of America's population in need of such services. Moss (1963) confirmed this assumption in a follow-up study of graduates and dropouts in a redevelopment area in Missouri. His study revealed that, although a majority of students were interested in vocational training to upgrade themselves occupationally, over one-half were not familiar with local programs available to them. Such a situation restricts the benefits which community members can receive from vocational-technical schools. Fewer persons are able to advance occupationally and business and industry have fewer manpower resources for expansion.

Actively seeking to inform potential students of opportunities at area vocational-technical school is, therefore, a necessity. How is it done?

Method For Performing Preadmissions Information Service

Establishing a Preadmissions Information Service consists of three basic steps: (1) developing materials of high quality to use in informing potential students; (2) creating close working relationships with feeder schools; and (3) launching a general publicity campaign through news media and community agencies.

Area school student personnel specialists first concentrate upon improving the quality of materials used in providing prospective students and school counselors with information on area schools. They insure that materials used in the Preadmissions Information Service, such as catalogs and brochures, are colorful and of high quality and that information in such publications is presented in such a manner that maximum internalization of information is made by potential students. These materials are then made available for use in high schools.

Area school coordinators of student personnel services are responsible for taking the initiative in developing positive means of communication with feeder school officials and with prospective students regarding area school programs. They systematically provide high school counselors with information regarding admission requirements and procedures, course offerings, facilities, equipment, tuition, job placement, follow-up reports on former graduates, and other pertinent information about vocational-technical schools. Regular mailings of materials are made to high school counselors informing them of the progress of their former students. The information sent includes reports on achievement in the area vocational-technical school, job offers, salaries received upon graduation, and other data which will assist them in working with potential area school students.

Coordinators of student personnel services in area schools continually seek better ways of working with school principals and counselors in their area. Improving relations with principals usually involves providing information on the progress of their former students, explaining the purposes of the area school, and answering questions about the school. Student personnel specialists improve working relationships with counselors: (1) by providing school counselors with high quality materials giving information on opportunities available in the area vocational-technical school; and (2) by serving as resource consultants to school counselors in the planning of experiences to broaden their students' concepts of educational opportunities available in the area school.

It is essential that student personnel specialists maintain a positive attitude as they present information to principals, counselors, or teachers. Efforts to enlarge their knowledge must be made in an organized manner in order to build an understanding of the purposes and programs of area schools. Positive and frequent communication with them will win their support and understanding.

Improved communication between area schools and feeder high schools located in their regions assures that: (1) high school students get more accurate information upon which to base their post-high school decisions; (2) more students, particularly dropouts and non-college bound students, integrate more realistic information into their vocational decisions; and (3) high school officials reinforce the idea of the respect, dignity, and worth of every individual who is making a positive contribution in our society, particularly through his job performance.

Student personnel specialists also attempt to reach potential students other than those enrolled in feeder schools. Included in the out-of school group which needs information are a number of categories of persons to which information is directed. Out-of-school youth are told of remedial programs designed to help them overcome their education deficiences and of vocational programs which do not require a high school diploma for entrance. Employed adults learn of short courses available at night or during off hours. These courses will often help them update and upgrade their job and supervisory skills. College students who decide not to continue college obtain information on educational alternatives. Unemployed and underemployed adults are assisted toward reaching their maximum productivity through being informed of training which leads to additional job opportunities. Reaching these various groups requires the student personnel specialist to work through employment agencies, college counseling centers, community agencies, training offices in industry, and all communications media.

To reach the segments of society not enrolled in high schools, area schools will need to instigate a planned program of public relations geared to local situations and utilize all media. The general public must be informed of the role and function of area schools and be made aware of the opportunities available to area school graduates.

The school director has a major role in the general public information program. He can significantly influence the attitudes of community leaders regarding the area school. His routine activities bring him into contact with them, and his own attitudes toward the school are observed closely. The relationships he establishes with the community usually affect the reception given the student personnel specialist carrying out preadmissions functions. Many school directors give tremendous impetus to the Preadmissions Information Service by:

1. Introducing the student personnel specialist to community leaders;

2. Seeking speaking engagements, both for themselves and for the student personnel specialist;

3. Encouraging faculty members to be alert for ways of attracting the attention of prospective students;

4. Providing resources for professional assistance in developing materials of excellent quality (catalogs; brochures; film presentations; radio, television, and newspaper releases) for use in the Preadmissions Information Service.

Effective Preadmissions Information Services also involve area school instructors who are made aware of their role in preadmissions information. They must understand how their students can be helpful to such a program. Research related to area schools (Bottoms, 1966) reveals that the majority of enrolled students initially learn about the school from former students.

OBJECTIVES

Preadmissions Information Services attempt to develop among all citizens served by area vocational-technical schools an awareness and appreciation of the opportunities, ideals, and objectives of the schools. The objectives of the Preadmissions Information Service are outlined more specifically below. Behavior which is expected of potential students and functions which student personnel specialists perform to bring about desired student behavior are listed.

Potential students are expected:

1. To understand and accept the nature and role of area vocational-technical schools in American society;

2. To perceive area vocational-technical schools as possible educational alternatives for themselves;

3. To understand the nature and value of the occupations for which area vocational-technical schools offer training;

4. To project themselves into a future occupational setting while considering the area vocational-technical school;

5. To relate their abilities, interests, and values to the opportunities in area vocational-technical schools;

6. To explore problems which may be obstacles to enrolling, but problems which they plan to solve, such as finances, transportation, selection of curriculum, housing, physical limitations, values, family, and personal interests;

7. To either accept or reject the area vocational-technical school avenue as being reasonable for them.

In order to obtain the desired behavior from potential students, student personnel specialists:

1. Develop and systematically distribute materials of high quality and clarity concerning:

    a. Area vocational-technical school programs, facilities, and equipment;

    b. Admission requirements, tuition, and expenses;

    c. Job placement programs;

    d. Performance of students who are now attending or have attended area vocational-technical schools;

    e. Work scholarship programs and other financial aid.

2. Communicate to all citizens the purposes and objectives of area vocational-technical school programs;

3. Assist prospective students in examining area vocational-technical schools as a possible educational choice;

4. Attempt to change the image of area vocational-technical schools from "second best" to best for some people with certain aptitudes and goals;

5. Complement the use of printed material by arranging:

    a. Organized tours of area vocational-technical schools for students, parents, school officials, and interested industrial or civic groups;

    b. Visits for the purpose of discussing area vocational-technical school programs and objectives to: (1) state employment services; (2) prospective employers; (3) employees in industry; (4) civic and PTA organizations; and (5) surrounding high schools.

ROLE AND ACTIVITIES OF THE STUDENT PERSONNEL SPECIALISTS IN PREADMISSIONS INFORMATION

Role Of The Student Personnel Specialists

Student personnel specialists working with preadmissions information serve both the guidance function and the communication function. They (1) become resource consultants on vocational-technical training to high school officials and other publics*, and (2) communicate to other audiences a realistic picture of area vocational-technical schools and their purpose within the total educational framework.

In Georgia, during the spring of 1964, 4700 Georgia high school students stated an intention of enrolling in a vocational-technical school (Gunter, 1964). Only one third actually enrolled in the fall (Hicks, 1965). Apparently, something was lacking in the relationships of area vocational-technical schools with high schools.

When area vocational-technical schools are new in an area, as they are in Georgia and many other states, several conditions suggest the need for developing close relationships between high schools and area schools. (1) Public school counselors need to gain experience in presenting such programs to students. (2) Principals need time to restructure their curricula to enable students to perceive a relationship between high school curricula and area vocational-technical schools. (3) Teachers need to learn to visualize their students leaving high school for vocational-technical school. Therefore, area school student personnel specialists must assist school counselors and principals in their efforts to become aware of the goals and purposes of the vocational-technical schools, and to communicate these to students. Rather than acting as a high-pressure salesman, bent on proving that vocational education is "best," student personnel specialists must serve as resource consultants. They must work primarily with high school counselors, but should also serve other publics in a similar manner.

Student personnel specialist systematically provide school counselors, teachers, principals and other publics with accurate information about area schools to enable them to see these schools as important educational alterantives. The primary task of personnel specialists in working with high school staffs and faculties is to demonstrate, with data, that their schools are excellent for students having certain aptitudes and interests.

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*"Other publics" refers to groups of potential students which can be described and for which material can be developed. The term also includes groups of persons who may influence potential students.

It is imperative that student personnel specialists also provide information directly to students in grades seven through twelve by speaking to groups of students and answering individual questions. In Georgia, the need for reaching students at the junior high level has recently been dramatically demonstrated. Preadmissions information programs were instituted in the 1965-1966 school year. The percentage of high school seniors planning to attend vocational-technical schools rose steadily from 1964 through 1966; 6. 3 percent in 1964; 12 percent in 1965; and 14. 5 percent in 1966 (Gunter, 1964, 1965, 1966). However, the percentage of high school freshmen reporting that they planned to attend a vocational-technical school rose but then declined: 15 percent in 1964; 21 percent in 1965; and 17. 4 percent in 1966. These figures indicate a need to increase efforts in providing information to junior grades about vocational-technical schools. Inquiries among student personnel specialists revealed that few were speaking to younger age groups. The above figures were presented to them. Now, when they are planning tours of the area school or arranging to speak to high school groups, they also request that seventh and eighth graders be permitted to participate. This effort is important, since students in the upper elementary grades and in junior high school are beginning to form attitudes concerning education and occupations.

In addition to working with secondary school students, personnel specialists seek to communicate to other publics an accurate picture of area vocational-technical schools and their purposes. Potential students need information which is current and specific with respect to the training opportunities available in the vocational-technical school. College students, for example frequently find themselves unsuited for a college career, and often seek other education alternatives. Of Georgia's area school students, 7 percent were formerly in colleges (Bottoms, 1967). In addition to supplying information to college students, student personnel specialists attempt to reach out-of-school youth, employed adults, and unemployed or underemployed adults. These groups need information on both preparatory programs and on short courses designed for updating and upgrading job and supervisory skills. Getting information to these groups involves working through community agencies, employers, and mass media.

Personnel specialists develop constructive working relationships with surrounding news agencies to keep the public informed of the area school system, current and projected course offerings, admissions procedures, characteristics of enrolled students, and results of follow-up studies and other surveys. They provide leadership in developing materials such as posters, catalogs, and slides designed to orient students to area school programs. They also provide leadership in improving the image of area schools by initiating and promoting activities among students such as car stickers, graduation excerises, student councils, rings, annuals, and scholarship funds.

As student personnel specialists inform the public of area vocational-technical school opportunities, they attempt to become acquainted with occupational opportunities in the communities served by their schools. They become familiar with the types of jobs available, the ability levels employees need in these jobs, and how well area schools serve communities. Based upon such knowledge, student personnel specialists begin estimating how well the school is serving persons with aptitudes in the lower 15-20 percent of the population, as well as other groups which may require special attention. They can then discuss with school administrators questions such as the following: Can these persons profit from training the school offers?; Do sufficient jobs in such occupations exist in the community for these persons?; How many of these persons may be found in the area served by the school? ; Should the area vocational - technical school offer programs suitable for them?

Effective student personnel specialists are those who have a vision of a task larger than that of explaining existing area school programs to limited audiences. They understand the degree to which area vocational-technical schools are relevant to their community, because student personnel programs do not operate in a vacuum. They are part of a total school effort to serve a community. Maintaining this perspective is important in planning and implementing student personnel activities. The effectiveness of the activities outlined in the following paragraphs depends upon the ability of student personnel specialists to secure the cooperation of administrators, instructors, and community leaders.

Activities Of Student Personnel Specialists

Visits to Schools

Fundamental to preadmissions information programs are visits to junior and senior high schools by personnel specialists. The following are among the more important guidelines to be observed in building effective working relationships with schools.

1. Visits should have a purpose. Typically, visits are made for contacting the counselor, a student group, teachers, or individual students or teachers. If the visit is casual, with no specific purpose other than establishing or maintaining contacts at the school, it should be brief.

2. An appointment should be made. Knowing the exact amount of available time is of importance when the visit is for student contact.

3. Approval for visits should be secured. Normally, the school principal decides who may come into the school. Occasionally, an initial visitation clearance must also be obtained from the system superintendent.

4. Time limits should be observed strictly.

5. Persons visiting schools should be prepared. They should anticipate questions and allow for some flexibility in their presentations.

6. A positive attitude concerning "competing" educational institutions should be maintained. The idea that all valid education is of value should be stressed.

7. Personnel specialists should be knowledgeable, but not "know-it-alls." When they have no answer to a specific question, they should state honestly that the answer will be found and furnished later.

8. The frequency of visits should be arranged in keeping with the principal's wishes, and in keeping with the determined needs of the counselor and students.

9. The feeder schools from which a given vocational-technical school draws few students should be examined in order to discover the reasons why. If the students from these schools possess characteristics suggesting potential for vocational-technical training, special efforts should be made to improve relationships with the administration, the teaching staff, and the counselors.

10. Visits should be planned in advance, giving the school sufficient time to prepare for them. Often, the counselor will want to orient the students to the coming visit, making the occasion more meaningful and worthwhile to all parties.

Working With School Principals

Often, school principals decisively influence attitudes of faculty members, counselors, and students toward area vocational-technical schools. Therefore, principals are provided the same information given to prospective students. The role of the area school in the school system, in the economy, and in the lives of its students is discussed thoroughly with them. Principals are requested to visit the area school for a personal tour of its facilities.

Working With School Counselors

Student personnel specialists usually develop a thorough plan for working with school counselors in their area. (A sample plan for working with high school counselors is included as Appendix A.) In carrying out the plan, they attempt to include at least the six things listed below:

1. Providing the school counselor with descriptions of occupations for which the area school offers training, and with current information on employment trends in these occupations;
2. Keeping school counselors informed of:
    a. The area vocational-technical school system and current and projected course offerings in both preparatory and short-term areas;
    b. Admissions procedures;
    c. Characteristics of enrolled students;
    d. Results of follow-up and other surveys;
3. Discussing with school counselors the characteristics needed by students for successful achievement in preparatory

and short-term courses offered by area vocational-technical schools. One method which is effective with high school counselors is to show them a list of students from that high school who are presently enrolled in the area school for the purpose of pointing out those students doing well and of providing the counselor with an opportunity to look at their high school records;

4. Discussing with school counselors and with other school officials the weaknesses of students enrolling in area school programs, and suggesting possible courses which potential area school students could study while in high school;

5. Arranging for meetings, tours of industries, speakers, and tours of area schools designed to make counselors in feeder schools more knowledgeable of local and state opportunities for youth in technical, trade, health, and office occupations. As an initial step, some schools give a dinner for counselors and principals in the area served. The dinner may be preceded by a tour of the area vocational-technical school and the entire occasion called a "counselors' day." Mathematics and science teachers may also be invited.

6. Assisting school counselors in planning activities designed to orient students enrolled in grades 7 through 12 to the educational and occupational opportunities offered by area schools. Such activities may include:

    a. A tour of an area school;

    b. Tours of industries;

    c. Slide presentations, depicting area school opportunities;

    d. Talks to groups of students by the student personnel specialist to explain area school opportunities;

    e. Interviews for individual students with the student personnel specialist to answer specific questions.

Working With Junior and Senior High School Teachers

While counselors are important contacts in schools, teachers--especially mathematics and science teachers--are also important to be reached. It is not likely that potential vocational-technical students perceive the area school as an acceptable educational alternative until secondary and junior high teachers understand the nature and scope of the program and relate their subject to the area vocational-technical school in a positive manner. To prepare prospective area school students for vocational-technical courses, teachers must know the importance of their subject to the occupations. The following activities are utilized by personnel specialists to assist teachers in gaining knowledge and understanding of vocational-technical schools:

1. Having teachers visit the area school and showing them the relationships of their subjects to the work orientations of the vocational-technical students. The visit may be an open house for math and science teachers, or other specific groups. Meetings of junior and senior high school teachers are arranged with area vocational-technical school teachers to discuss the relationship between high school curricula and area vocational-technical school curricula;

2. Contacting teachers engaged in curriculum planning clinics to assist them in relating high school curricula to area school curricula;

3. Providing teachers with well-written articles on the relation of their subjects to specific programs in area schools;

4. Visiting classes to talk with students. Many teachers welcome such a visit if it relates to a unit they are teaching;

5. Conducting studies to determine teachers' attitudes toward, and knowledge of, the area school program.

Visiting Other Agencies

Prospective students who are not enrolled in high school are reached through other agencies and through mass media. Out-of-school youth and adults who may benefit from area vocational-technical schools are contacted indirectly through civic clubs, churches, community health services, employment agencies, county welfare services, and other community service agencies. These organizations are usually listed in a directory and are, therefore, easy to identify and locate. Visits to these agencies often result in many prospective students being referred to the area school.

Employers and their personnel officers are usually interested in communicating information concerning educational opportunities to their employees. Student personnel specialists in some schools provide employers with information concerning both short-term courses and preparatory programs. They make direct contact with employers through visits, trade associations, and frequent mailings. Other area vocational-technical schools, however, employ a person who designs and organizes training programs in business and industry. In these schools, student personnel specialists work closely with that person as one means of maintaining the flow of information to employees.

Arranging Tours Of Area Schools

One of the most effective ways of communicating to prospective students, school counselors, teachers, and the general public the goals and purposes of area vocational-technical schools is a school tour. It is the responsibility of personnel specialists, with the help of their staff, to plan and carry out these tours in such a manner as to achieve the highest degree of effectiveness.

Tours have been a commonly used means of informing persons about area vocational-technical schools. During tours, the emphasis should be on entrance requirements, curriculum content, and the social, psychological, and economic implications of the job opportunities available through various training programs rather than upon equipment and facilities. The following are general guidelines for planning and conducting tours of area vocational-technical schools:

1. Tour objectives should include:

    a. Helping prospective students broaden their knowledge of the world of work;

b. Providing enough information about any specific program in which a prospective student is interested to enable him to make a decision concerning enrollment in that particular curriculum;

c. Assisting prospective students to perceive themselves in the school setting;

d. Striving for active involvement of students rather than passive participation, particularly during initial orientation;

e. Providing information on the statewide area school system. Explain why the schools were established and describe all of the types of training available; preparatory, short term, new industry, and any others which the schools sponsor;

f. Projecting a positive image of the school through such things as insuring that facilities and personnel are near and that students are alert.

2. Pre-tour planning with area school staff and faculty should include:

   a. Orienting the staff, faculty, and students of the area vocational-technical school as to the purpose of tours;

   b. Incorporating the faculty and students into the planning of tours. Assign (or have assigned) to specific persons the responsibility to make a basic presentation for each program offered;

   c. Informing the staff and faculty each time a group will be touring;

   d. Insuring that arrangements are made for tour guides, meals, meeting places, audio-visual aids, and representatives to meet the group and orient its members;

e. Determining the time needed for tours and inform the tour sponsor;

f. Planning pre- and post-tour activities with tour sponsor.

3. Pre-tour planning with school counselors or other tour sponsors assures that prospective students will be ready to observe the plant carefully. Those sponsoring a group should have at least the following objectives before a tour takes place:

    a. Creating interest in the prospective students through:

        (1) Posting displays giving information on area schools;

        (2) Making available information on area schools to prospective students;

        (3) Inviting area school instructors to talk to the proposed tour group;

        (4) Teaching an occupations unit;

        (5) Inviting an area vocational-technical school student personnel specialist to speak;

        (6) Having a school counselor (if the group is sponsored by a teacher) speak tothe group or present a film;

        (7) Inviting high school alumni who are attending an area school to return and speak;

        (8) Orienting school teachers and administrators to the area vocational-technical school;

        (9) Asking club sponsors, homeroom teachers, or others who work with the prospective students to generate interest; and

        (10) Working through already established groups such as vocational office training classes, home economics

classes, diversified cooperative training classes, vocational-agriculture classes, school clubs, homerooms, "all seniors," "all juniors," or others;

b. Orienting prospective students by letting them know what to look for when touring and helping them formulate questions to ask when on tour by giving them a list of questions (Norris, 1960, pp. 295-96) to consider and having them relate it to their situation;

c. Making (or having a representative make) arrangements for such things as transportation, excused absences, and adequate tour time;

d. Providing quidelines for personal conduct and appearance (Hoppock, 1963, pp. 227-28.)

4. Tour procedures and activities should include:

   a. Assuming that groups need help in clarifying what they can look for and what they can find out;

   b. Utilizing as many staff members as possible. For example, arranging for the school director to welcome groups helps to make visitors know they are important;

   c. Having a school representative meet groups, welcome them, and orient them by:

      (1) Asking the prospective students what they want to know;

      (2) Having visitors write out a list of questions; then summarize all questions briefly;

      (3) Mentioning safety procedures;

      (4) Passing out brief "discussion test" to stimulate thinking;

      (5) Orienting groups to:

         (a) The reasons area schools are needed;

        - (b) The objectives of area schools;
        - (c) The place of area schools in the educational structure;
    - d. Conducting briskly paced general tour; then letting prospective students choose one or two areas to return to and investigate in detail;
    - e. Having persons who are making presentations concerning a specific program to cover such information as:
        - (1) The name of the course;
        - (2) Job opportunities after graduation, types of work, and location of work;
        - (3) Salary expectations after graduation;
        - (4) The abilities and characteristics typically found among persons engaged in the occupations related to the curriculum in question;
        - (5) The academic preparation suggested for entrance;
        - (6) The methods for coordinating classes;
        - (7) The length of training and the time of entrance;
    - f. Arranging the schedule to give adequate time for orientation, visits to all shops, and for questions.

5. Post-tour activities may include:
    - a. Group guidance sessions concerning career planning;
    - b. Individual conferences for prospective special assistance in choosing a program, obtaining financial aid, and arranging transportation to the school;
    - c. Evaluations of tour with special emphasis on suggestions for improvement;

d. Discussion of what other preparations should have been made.

Pre-planning with tour sponsors should include the activities to be used after tours to evaluate their effectiveness and to reinforce what prospective students have learned.

Communicating With Parents

Parents exert a major influence upon the vocational decisions of young people. In the fall of 1966, all area vocational-technical preparatory students in Georgia were surveyed concerning who influenced their attendance (Bottoms, 1966). A majority rated parents as most influential in their decisions to enter vocational-technical schools. Clearly student personnel specialists must find means for communicating to parents a factual and accurate picture of area schools. Information furnished to parents in a systematic fashion will have an effect on the vocational choices of students. Newspaper and television advertisments are often used to reach parents with information that can be passed on to students, as are the "Open House" and the "Technight."

Conducting An "Open House" And A "Technight"

These two activities have proved themselves excellent means of communication with potential students, parents, community leaders, public school personnel, and others concerning the curricula of area vocational-technical schools. Each program has a distinctive emphasis. The "Open House" is aimed at reaching the entire community. "Technight" is especially for high school students and their parents who need information to make a career choice.

"Open House" may be conducted in many ways. One school opened every Sunday afternoon for a certain period. Another achieved high attendance by holding "Open House" on four consecutive Thursday evenings. Many schools have one annual, well-publicized "Open House" with exhibits.

A "Technight" may be conducted. "Technight" is a technique which brings students and parents into vocational-technical schools. High school teachers, counselors, and principals are asked to cooperate.

A plan for "Technight" which was developed and used by Don Hogan, Coordinator of Student Personnel Services, Athens Area Vocational-Technical School, Athens, Georgia, is as follows:

Purpose of Technight--Each year in many places local high school officials conduct "college night programs" so that interested students may obtain information about various opportunities available at different colleges. Such programs are beneficial to many students and are worthwhile guidance functions of the schools. Area vocational-technical schools are usually invited to participate. However, an unsatisfactory response by students who will attend the area vocational-technical schools is evident. High schools encourage potential vocational-technical students to attend, but probably because of pre-existing concepts among these youngsters regarding "college" oriented programs they generally do not. Therefore, a "Technight" program has been initiated in the Athens Area Vocational-Technical School to provide local high school students an opportunity to examine training opportunities available to them.

Another situation also suggested the need for "Technight." Large numbers of applicants in the past have not carried out their plans to enroll and many who have enrolled have then requested to change their curriculum. Evidently, they have not been able to make stable decisions. Many activities have been conducted by the student personnel specialist to encourage prospective students to attend Athens Area Vocational-Technical School. He has visited local high schools, made slide presentations, distributed literature, organized tours of the area school and communicated through other methods to explain opportunities in the school. Interviews with the Student Personnel Specialist and interpretation of aptitude test results have been made available to applicants to help them in understanding themselves in relation to the vocational-technical school. However, these activities apparently have not provided the type of information which many students require to make firm decisions.

The "Technight" program did not solve all the problems associated with this dilemma, but it did provide a great deal of realistic information that applicants could use in making major decisions about vocational-technical schools. Technight provided an opportunity for all high school students to become acquainted with all vocational-technical programs. Those who had applied for a particular program also were able to visit leisurely with the instructor. The higher percentage of applicants subsequently enrolling and the lower percentage requesting to transfer from one curriculum to another can probably be attributed largely to this opportunity to gain deeper knowledge of the vocational-technical school which enabled the applicants to make more confident and stable decisions.

Five major purposes may be listed for Technight:

1. To encourage all students to examine the oppotunities of their vocational-technical school;
2. To provide an orientation experience to vocational-technical programs for all visiting students;
3. To provide depth experiences to potential vocational-technical students;
4. To provide the vocational-technical staff with the opportunity to meet potential students and to become more involved in the preadmissions service;
5. To enhance the relationship of the area vocational-technical school with feeder schools.

Method of Conducting Technight--The success of such a program depends upon adequate planning and preparation and requires the cooperation and encouragement of counselors and administrators in feeder schools. The personnel specialist contacts each high school counselor and administrator to explain the purpose of the program and to provide adequate descriptive literature so that they may inform their students and help to make arrangements for interested students to attend. The student personnel specialist who is well acquainted with principals and counselors in his area may suggest ways of informing the students and of encouraging special interest groups to attend together.

All students who have applied to the vocational-technical school are sent a letter inviting them to attend the program. The letter stresses benefits the program can have for them. At least a seventy percent response should be received from this group.

A special faculty meeting at the vocational-technical school is conducted to review and outline the types and depth of information that is to be provided by each department. Emphasis is placed on the objectives of each department. Emphasis is placed on the objectives of each curriculum, curriculum content, school and job entrance requirements (physical and mental), nature of work, potential employers, expected salaries, and the future employment outlook for occupational areas to which the curriculum leads. A question-and answer period is held to allow students to obtain information not covered by the instructor.

Mechanics of the program are defined and outlined to include procedures for conducting tours, and time schedules for various activities. Usually general tours of the entire school are scheduled for the first part of the program. The latter portion consists of three, thirty-minute sessions in each department for those who are particularly interested. Such a program permits each visitor to see the entire school and to explore opportunities in detail in three departments.

The "Technight" program is evaluated by both visiting students and the school staff. Student evaluation is handled by a short questionnaire as to the value of the program to them, and staff evaluation is handled through a group meeting to discuss the results of the program.

Conducting Special Summer Preadmissions Information Activities

In new area vocational-technical schools it is necessary, during the summer months, to actively seek out prospective students, particularly recent high school graduates who may be unaware of area school programs. Once the new schools have established a reputation, graduating high school seniors will be aware of the opportunities offered and many will decide to enroll. When schools are new, however, few persons know enough about them to make a decision of whether or not their children might attend. It becomes necessary, therefore, actively to seek to inform and interest those students and their parents who can profit from knowing of a curriculum in an area school. Successful summer preadmission information activities have included the following:

1. Concentrating on potential male students because most schools enroll enough girls without difficulty;
2. Obtaining a list of seniors from high school counselors or principals and asking them to designate those who have made specific plans for September enrollment;

3. Developing a looseleaf notebook with an 8 1/2 x 11 photograph representing each area for which the school offers training as well as other information regarding admissions, job placement, and follow-up information on vocational-technical school alumni. Photographs are obtained from established area schools if necessary. The best pictures are made by professional photographers working under contract. The notebook is used with potential students and parents to let them see the different occupational areas for which their school offers training;

4. Contacting potential students by telephone calls or visits.

    a. Telephone calls are made to potential students and a time is arranged for them to visit the school or for the student personnel specialist to visit the families at home. Telephone or interview procedures designed to interest potential students incoming in for an interview are developed for this summer effort.

    b. Personal visits are made to potential students in their homes. Visits may be made either by student personnel specialists, by instructors, or by local high school counselors employed for the summer.

5. Utilizing newspaper articles and advertisements in newspapers. Articles most useful are those stressing the importance of persons applying early in order to get the courses of their choice, those emphasizing testing dates and the use of tests in helping students to make wise choices, and those pointing out projected enrollment for the beginning of a school year and the fact that applicants are being turned down for certain courses because class rolls are filled.

6. Utilizing local radio personalities appearing on teenage programs to endorse the school. Local radio and television personnel are also asked to help by writing spot announcements.

7. Conducting a mailing to all high school seniors in the area. It usually results in a two to five percent response. Although such a response may appear too small to justify the expense, the mailing makes the seniors and their families aware of area schools, and persons from the school who later visit the home can refer to the mailing as an opening remark.

Using Mass Media

Mass media such as newspapers, radio and television are invaluable aids to area school preadmissions information programs. Not only during the summer, but throughout the year the public can be told of the purposes, goals, offerings, and activities of area vocational-technical schools via mass media. Because adults have little or no contact with high school counselors, they are not reached by them. They do, however, read newspapers, listen to the radio, and watch television. Contacting them through these media increases enrollment in area vocational-technical schools. Ten percent of the students enrolled in Georgia in 1965-66 were reached through newspapers and radio and television spots (Bottoms, 1966).

Personnel specialists take the initiative in becoming acquainted with the personnel of local newspapers and of radio and television stations. They then strive for constant coverage rather than one article yearly. In order to achieve regular exposure, area school personnel specialists develop a calendar for releasing news stories, examining it to discover where there are "dead" spots--that is, weeks when they have nothing to write about. These spots are filled with news and feature stories on individual students, teachers, and alumni. Such a calendar may be found in Appendix B.

Assistance in developing radio and television publicity can be given to student personnel specialists by State Departments of Education, as was done in Georgia in 1965.

The Vocational Education Division worked closely with the Educational Television Division of the State Department of Education in developing ten television and radio spots on the Vocational-Technical School Program. These were developed and distributed to all the television and radio stations throughout the State of Georgia. These spots were designed primarily to acquaint prospective vocational students with the opportunities available to them in the Vocational-Technical School Program.

Increased radio or television coverage may result from actively involving local radio or television station personnel in the planning and production of spot announcements. One coordinator of student personnel services developed initial ideas for "production spots" including sound effects. He enlisted the services of a radio station manager in producing them. The result was ten announcements per day for an extended period on that station. And, at last report, the manager stated that the station had been recommended for a public service award on the basis of publicity given the school.

Personnel specialists contribute greatly to improving the image of vocational-technical schools by releasing news articles especially designed for this purpose. (While news releases are not editorials proclaiming the benefits of area schools, they do point up advantages offered by the schools.) Articles about graduating students can be filled with facts about the number of students obtaining jobs, the kinds of jobs, and starting salaries. Feature articles about instructors--and about their feelings concerning vocational education--sensitize the public to the people behind area schools and strengthen the schools' image.

Topic For News Releases--Personnel specialists can take advantage of the mass media to paint an accurate picture of their schools through news releases on the following topics:

1. Current labor market statistics;
2. New personnel;
3. New programs;
4. Names of students;
5. Class activities;
6. Guest speakers at school;
7. Visitors to school;
8. Reports, semi-annual or annual;
9. State meetings for school personnel;
10. Area or regional meeting for school personnel;
11. Honors to school personnel;
12. Awards and honors to students;

13. Advisory committee memberships;

14. Advisory committee activities;

15. Craft committee memberships;

16. Craft committee activities;

17. Endorsements from employers of graduates;

18. Work scholarship programs;

19. Special events;

20. Open house;

21. Tours;

22. Advantages of programs;

23. Promotional activities;

24. Social events;

25. Career Day for employers;

26. Number of applicants received;

27. Results of follow-up studies;

28. Testing schedules;

29. Students enrolling (home town newspapers);

30. Evening class schedule;

31. Extra-curricular activities;

32. Student advancement and unusual successes;

33. Alumni activities and success stories;

34. Receipt or installation of materials and equipment;

35. Professional activities;

36. Human interest stories;

37. Opportunities in the vocational fields of employment;

38. Explanation of day programs;

39. Explanation of adult programs;

40. Explanation of school purposes;

41. Explanation of admissions procedures;

42. Explanation of network of schools;

43. Announcement of opening dates for courses;

44. Improvement of facilities;

45. Photographs of students and teachers;

46. Community problems and related programs;

47. Career days activities;

48. Guidance services;

49. Job placement assistance given students;

50. Distribution of certificates and awards;

51. Sporting events;

52. Beginning of new school quarter with accompanying curricula;

53. Openings;

54. Features on each curriculum;

55. Number of job requests received;

56. Admissions procedures;

57. Graduation.

Guidelines For Preparing News Articles--News articles are more likely to be printed when they are prepared according to commonly accepted guidelines. (See Appendix C for examples.) Personnel specialists in Georgia find the following things helpful:

1. Including near the beginning of the story the five W's --WHO, WHAT, WHERE, and WHY--the basic facts--then adding further details and explanations;
2. Being accurate with all facts--especially NAMES--and giving FULL NAMES, ADDRESSES, AND TITLES, OF LOCAL PEOPLE;
3. Omitting opinions in the story such as "beautiful table decorations," "handsome boy," or "everyone had a good time;" being impartial and reporting only the facts;
4. Using short sentences and short paragraphs;
5. Using simple language, not "dictionary" writing;
6. Watching spelling and punctuation, and not using slang;
7. Reporting an event while it's still news--not ancient history;
8. Being brief--writing no more than one typed, double-spaced page unless absolutely necessary;
9. Clipping newspaper stories to serve as models for similar articles on the school;
10. Developing a scrapbook of clippings of articles on the school;
11. Being sure the stories are complete before they are sent in;
12. Observing the following rules regarding physical appearances (see Appendix C for examples):
    a. Typed, double - spaced, 8 1/2 x 11 white paper;
    b. Ample (1 1/2") margins, left and right sides of page;
    c. Date typed in upper right hand corner;

d. Name, address, phone number, and organization of person writing the release typed in upper left hand corner just under date;

e. Just below the identification of the writer, a title (not heading) and a release date;

f. Story begun one-third way down the page and kept brief;

g. "END,"--30--, or # indicating end of story;

h. For story running more than one page, "-more-" at the bottom of page one, "add" and title repeated at top of second page.

Guidelines For Pictures With News Articles--Pictures attract attention and add impact to a release. Pictures of poor quality and pictures which are carelessly planned may, however, have an adverse effect. The following guidelines are used by student personnel specialists who are preparing news releases to be accompanied by pictures:

1. A person writing news releases should study the newspaper to which he plans to submit pictures. He will probably find that large photographic spreads are devoted to fires, spectacular traffic accidents, war pictures, and other sensational news. Getting such a spread for his school will require him to have a unique or unusual story;
2. The editor will often depend upon someone at the school to furnish pictures and these will appear in the newspaper occupying about two columns (four inches across). This is done because space is limited and engraving cost is high;
3. The number of people in pictures should be limited to a maximum of five;
4. Subjects should be placed as close together as possible and should be doing something--not just looking at the camera;
5. Most of the time it is a good idea to call the editor and ask if he would like to have a picture. If it's an exceptionally newsworthy event, he may send a photographer;

6. Prints which are submitted should always be glossy (slick) and preferably should be 5 x 7 inches or 8 x 10 inches;

7. People in pictures should be identified from left to right. Their names should be spelled correctly and information should be taped to the back of the photographs;

8. Nothing should be typed, printed or written on the back of a photograph. Paper clips should not be used. They may mar the picture and cause poor reproduction, and the data which is attached by them is sometimes mislaid.

News Media --The greatest degree of communication to the public is achieved through a multi-media approach. Schools attempting to increase knowledge of their programs among persons in the community find the following checklist useful in determining if possibilities exist for communication which are not yet being used:

1. Publications;
    - a. Local newspapers;
    - b. School papers;
    - c. Club magazines and papers;
    - d. Trade journals;
    - e. Educational magazines;
    - f. House organs;
    - g. Bulletins;
    - h. School yearbooks;
    - i. Handbills.
2. Radio and television:
    - a. Spot announcements;
    - b. Panel discussions;

c. Skits;

d. Interviews;

e. Talks;

f. Editorials.

3. Visual aids:

a. Motion pictures;

b. Sound slides;

c. Filmstrips;

d. Slides;

e. Opaque projector;

f. Posters;

g. Charts;

h. Photographs;

i. Scrapbooks;

j. Blackboards;

k. Bulletin boards;

l. Exhibits;

m. Overhead projector.

4. Mail:

a. Letters;

b. Cards;

c. Inserts.

5. Individual contacts with students, merchants, school representatives, and parents.

Promotional Activities--The most effective communication is that which involves the receiver. Area schools frequently plan the following types of activities to gain the attention of the community.

1. Promoting special events:
    a. Open houses;
    b. Fairs;
    c. Field trips;
    d. Banquets;
    e. Student conferences;
    f. Local week observances.
2. Maintaining institutional affiliations and memberships:
    a. Professional organizations;
    b. Trade associations;
    c. Civic clubs.
3. Distributing copies of special reports:
    a. Surveys;
    b. Annual descriptive reports.
4. Providing community services:
    a. Consultation;
    b. Employment assistance.

5. Giving awards to students for accomplishments:
    a. Certificates;
    b. Diplomas;
    c. Scholarships;
    d. Special awards.
6. Conducting special summer programs:
    a. Workshops;
    b. Teacher conferences;
    c. Teacher-training classes;
    d. Supervisory conferences.
7. Promoting special group meetings explaining school programs:
    a. Speeches;
    b. Panel discussions;
    c. School assemblies;
    d. Faculty meetings.

Most vocational educators feel that, throughout all areas of vocational-technical school publicity, the theme should run that there are varieties of excellence--that this nation needs excellent mechanics and technicians just as it needs excellent scientists--and that vocational-technical schools can be excellent institutions producing graduates who are respected members of our society.

The following section gives guidelines for projecting an image of quality education and for improving the public acceptance of vocational education. These guidelines have been discussed with vocational-technical school faculties in Georgia; they have been generally accepted; and student personnel specialists and other school officials are attempting to base school publicity upon them.

RECOMMENDED GUIDELINES FOR IMPROVING THE PUBLIC ACCEPTANCE OF VOCATIONAL-TECHNICAL EDUCATION*

What Is The Present Image Of Vocational-Technical Education?

Two words best sum up the present image: "SECOND CLASS." Among the various publics important to us--students, prospective students, parents, community leaders, business and professional people, and even educators--vocational-technical education is viewed as "SECOND CLASS."

Many high school students look down on, laugh at, make fun of those who would choose vocational-technical training. "He can't get into college so he's headed for trade school," is a jeering remark made countless times every day.

Since all of us--but especially young people--want peer approval, many students best suited for vocational-technical training try pursuing other training elsewhere to their own--and society's--detriment.

Because the "SECOND CLASS" image persists so widely, high school teachers, counselors, and administrators, as a class, accentuate rather than reduce the bad image. (How many times every day does a high school teacher express his disapproval of vocational-technical training by word and action?)

Since most parents among the broad middle social class are exceptionally status minded, it is easy to understand the negative pressure from this area. Many parents are embarrassed or ashamed for their friends to know their child "is not capable of a real education so he's going to vocational school."

Many business and professional people who should know better, but don't, also view vocational-technical training negatively. Some of these people regard the vocational-technical school as advanced kindergarten designed to keep unintelligent and ignorant potential troublemakers off the streets until they are old enough to qualify some other form of government handout.

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*This section was prepared for Research Project 236 by Dr. David J. Schwartz, Bureau of Business and Economic Research, School of Business Administration, Georgia State College, Atlanta, Georgia.

The image of vocational-technical training is not good. Words or phrases such as "blue collar," "drop out," "slob," "delinquent," "stupid," "non-college material," "mechanic," "flunk out," "anybody can get in," "no admission standards" are very deeply entrenched in the public's mind.

How Has The Present Image Evolved And How Is It Kept Alive?

If a man looks like, dresses like, talks like, and behaves like a bum and if he associates exclusively with other bums, people assume he is a bum. The past record of vocational-technical training is responsible for the current bad image. It is easy to observe the publicly supported vocational training units in earlier times:

1. Provided inferior training;
2. Were poorly equipped;
3. Used second-rate instructors who often set a bad professional example;
4. Were located in third rate buildings and locations;
5. Offered only a limited curriculum confined to "How to fix an engine or repair a fender."

Just as the public judges General Motors, or any other manufacturer, on the basis of the quality of products its produces, the public judges vocational-technical training on the basis of the quality of the graduates produced. Graduates of vocational-technical education in the past did not reflect the professionalism the business community had hoped for.

Possibly, the public has higher regard for graduates of privately operated vocational-technical schools, but here another set of factors enters in. Privately operated schools are considered guilty by many of making huge but unfounded claims for their instruction. Many people feel they sell only a promise and then, for sometimes staggering fees, sell their instruction to gullible people unable to make a true evaluation.

The image of vocational-technical schools today is "SECOND CLASS."

How Important Is "The Image"?

Informed people know that vocational-technical training has come a long way in the past ten, especially the past five, years. Informed people know the truth, but informed people constitute a very minute part of the public.

To understand the importance of the image, one must first understand that "thinking does make it so." If the public thinks vocational-technical training is inferior it is. This is true because the public ultimately controls every facet of public school activity.

Here are just some of the positive results which may accrue as the image improves:

1. It will be easier to attract larger public financial support for vocational-technical training.
2. Students who can profit most from vocational-technical training, regardless of their socio-economic background, will enroll.
3. Better teachers and other personnel will be attracted.
4. Employers will tap this source of future manpower more actively.
5. Productivity of individuals--and, therfore, the total economy--will increase.
6. New industry will be more easily attracted to the state and region.
7. More career satisfaction and less career failure should result.

Our image is important. It is a critical factor in winning public endorsement at all levels.

Can The Image Of Vocational-Technical Training Be Modified?

Until recently, image development for all institutions--business organizations, products, services, educational establishments, churches--was untended, undirected. But today it is totally accepted by those skilled in persuasive psychology and technique that an image of an institution, product, service, or individual can be deliberately modified.

Three steps seem necessary to effectuate image development. First, the desired image must be determined. "What do we want people to think of us?" is a critical question to answer at the outset. Ultimately, there must be close agreement among all key people regarding what should be the image.

Second, a comprehensive plan must be developed to project the desired image in a forceful, successful manner. This means the new image must be "merchandised" skillfully to all people who should be reached. This projection of a new image must take place over an extended period of time.

Third, a means should be created to evaluate image modification as it takes place. Each activity that relates to image development must be subject to continuous analysis to make certain the image is being built properly and successfully.

What Is Our Desired Image?

In a nutshell, the recommended image of vocational-technical education is that it is

> "Difficult, rigorous, professional, training available to conscientious, ambitious, intelligent students who are smart enough to work and study hard to prepare for a highly rewarding career in the new scientific and professional age and who will, while in training, enjoy the fun and freedom normally associated with other forms of post high school education."

Guidelines For Projecting New Image

On the pages that follow specific suggestions are made for modifying the image of vocational-technical education in these specific areas:

1. Admission Standards
2. Quality of Students
3. Quality of Instructors
4. Curriculum
5. Facilities
6. Social Life
7. Employment Opportunities

"Anyone Can Go To A Vocational-Technical School!"

No! While a majority of the public has adopted this idea, we should stress it is not true. We must stress the following principles in talking about vocational-technical preadmissions information services and admission standards.

1. A policy of selective admissions is followed, and not everyone can be admitted to a vocational-technical school.
2. All applicants are given an aptitude test to be used in helping the applicant into appropriate programs.
3. Professional counselors assist students on their curriculum choices.

The Image Objectives

Demonstrate to prospective students, high school counselors, parents, and the general public that admission standards for vocational-technical education are professional. They are designed to serve the best interests of students.

How To Sell The New Image

1. Arrange special tours of your facilities for prospective students and high school counselors.

2. Arrange tours of your facilities for key leaders in your educational, political, and social community.

3. Stress that professional counseling is available to asset students in selecting a program suited to their needs, wants, and abilities.

Vocational-Technical Education Is Not For "Goof-Offs"!

Presently, a major portion of our public views the vocational-technical student as a "goof-off"--a non-serious, lazy individual. We know this is not true, but we must convey a newer and brighter image of our students to the general public.

The Image Objective

Demonstrate, beyond doubt, that our students are hard-working, conscientious, intelligent young people. They have a "no-nonsense" attitude toward their work. Yet, they have as much fun as students engaged in any other form of post secondary education.

How To Sell The New Image

1. Statistically demonstrate that many students have the intellectual capabilities for college enrollment but have wisely chosen to pursue a vocational-technical education. Quote the percent of students who score above average on tests of general learning ability.

2. Stress that approximately one-third of all students attending vocational-technical schools are women. Erase the prevalent "mechanic" or "trade school" image.

3. Stress that an overwhelming majority (87%), virtually 9 out of 10 students, are high school graduates.

4. Stress that students who do not maintain a satisfactory standard of performance are dropped from the program.

5. Stress that in factual surveys, 9 out of 10 students are pleased with the training they receive.

6. Stress that only a small majority of students maintain part-time jobs during training due to the rigorous demands imposed by the training programs.

We Have Highly Qualified Instructors

Remember, the working experience and professional training of our teachers make them highly qualified instructors in their chosen fields. They are well-qualified professionals and should be treated and presented as such on every possible occasion.

The Image Objective

Project the image that all staff are competent, well-trained, professional educators. Their high standard of performance and achievement helps build successful young Americans.

Points To Emphasize

1. Instructors are well-trained and experienced. When appropriate, they have advanced collegiate education in their subject areas.

2. Instructors are specialists who have often completed extensive industry or military training programs.

3. Instructors are required to engage in a continuing program of higher education completing 5 hours at an accredited college every year. (30 hours every 6 years.)

4. The ratio of students to instructors is 19 to 1. The result--greater personal attention for every enrollee. No students are lost in large lecture and study halls.

5. Develop a program of better dress for instructors. Our body is covered 90 percent by clothes. Clothing is a major factor in the impression our appearance creates.

6. Stress that instructors demand a high standard of excellence. Automatic passing does not occur at a vocational-technical school.

Our Curriculum Is Rigorous, Demanding!

The image exists that area school courses are easy. We must change this attitude. People will be challenged to attend our schools if they perceive our courses as difficult--not easy.

The Image Objective

Demonstrate that our curriculum is difficult, tough, and demanding. Also stress that it is tailored to the student's needs, the job market, and the student's interests. Our courses are interesting.

Points To Sell

1. We offer a wide variety of programs.

2. Our curriculum is up-to-date, and designed to prepare students to face the complexities of our modern, technological, commercial environment.

3. Our courses are thorough. Electronic programs are prime examples.

4. Sell the number of hours needed for study. Challenge our public. Let them know our program is not for loafers.

Our Facilities Are Modern, Well-Equipped, Attractive!

Compared to other forms of education, our facilities are usually superior. Show them off--personally and in pictures. Wipe out the second-class image.

The Image Objective

Demonstrate that vocational-technical education takes place in modern and attractive surroundings. Our facilities and the equipment available to our students is first class.

Characteristics To Emphasize

1. In many cases, our ultra-modern facilities are designed for a specific form of instruction.

2. Our capital investment in equipment is unusually high. Quote statistics and investment per student.

3. Our equipment is the same as the student finds in the working world. There will be little adjustment to make on the job.

4. Our equipment is periodically reviewed for safety and appropriateness. We keep our equipment up-to-date. We are constantly buying newer and better equipment.

Our Schools Are Fun!

Erase the image that our schools are dirty. Remember, one-third of our students are girls. We must sell the idea that our schools are fun.

The Image Objective

Demonstrate that going to a vocational-technical school is just as exciting as any other form of post-secondary education.

Ideas To Stress

1. We provide a full program of extra-curricula activities. Point to parties, sports, and other social activities.

2. Show that every student, regardless of his interests, can find a program which interests him. Remember, everyone wants to have fun.

3. Let everyone know that we realize that "All work and no play makes for a dull life." Our program leaves room for fun.

4. Heavily feature any type of co-educational activity. Let's let students know that our schools offer opportunities for romance.

5. The selection of any form of post-secondary educational experience hinges in large part on whether students feel they can have fun. Whether you agree with this or not, sell this idea: "Vocational-Technical Education is FUN!"

Our Graduates Get Good Jobs!

The large number of our students that are employed immediately upon graduation is one of our prime selling points. Develop statistics and ratios and use them whenever possible.

The Image Objective

Demonstrate that vocational-technical education prepares students for gainful employment immediately upon graduation. And, that the vast majority of our students are working and earning good salaries soon after graduation.

Points To Push

1. In many cases, vocational-technical graduates receive starting pay higher than college or university graduates.

2. Vocational-technical training helps students achieve positions of supervision and management.

3. List the many jobs last year's graduates received.

4. Develop testimonials by students saying how useful and beneficial our education is to them.

5. Push our excellent placement operation in all your personal contacts.

6. Let the public know we participate in career days with prospective employers.

Use Auxiliary Image Projection Techniques.

1. Develop working advisory committees. The advisory committee should be composed of "thought-leaders" in your area. Make sure they are willing to help people who have a genuine interest in the future of vocational-technical education. Industrialists, bankers, newspaper editors, educators, and politicians are some of the groups to tap for committee members. Go first class. The higher the quality of advisory leaders, the more successful the committee's programs and projects will be. Select committee members with care

   It is exceptionally important that advisory committees be made to function in co-ordination and co-operation with the overall vocational-technical educational program. Keep your committee members interested and active by involving them in specific projects such as career days, job placement, fund raising, publicity, or new program development.

   Call upon your advisory committee members frequently. If their objectives are achieved, our image will be significantly improved.

2. Use press releases. Try to get a feature story on your school in your local paper. Periodically, write releases and send them to your local newspaper. Some topics of interest might be new faculty, new equipment, additional building plans, or such facts as current enrollment figures. Nothing is too small. Keep releases pouring in to the paper. Eventually, you will receive publicity and our image will further improve.

3. In developing booklets and brochures, pay careful attention to copy, color, and pictures. Evaluate each of these in light of our new image and see if they measure up. Make corrections and additions where needed. Do a first-class job.

4. Have an open house. Shine up your facility. Invite the entire city to be your guest for a day. Ask the mayor. Ask the president of the bank. Invite everyone--big or small--to see what we have to offer. Send letters to high schools inviting teachers and students alike. Make sure the radio, TV, and newspaper are notified for advance publicity and coverage. Get people there.

5. People often judge us by what they see or read about us. Develop first-class standards of performance for:

    a. Student dress

    b. Telephone manners

    c. Letters

    d. Secretarial dress and practices

    e. Cafeteria decor and appearance. Keep it clean.

    f. Classroom and shop maintenance.

6. Always put your best foot forward. Handle every inquiry as if it was from the president Put this service--attitude first, and we will be significantly regarded in the future.

7. Meet with teachers. Let them know about our new image. Involve them in projects. Let them know they are important.

8. Develop a program of "student gossip." This program will work in the following manner. Tell every student to tell every one of his friends, if possible, about how good our vocational-technical school is. Have them ask their friends to write for your catalog mentioning the student's name who told them about the school.

   Give a prize to the student whose name is mentioned most often.

   Remember, two-thirds of our enrollment heard about vocational-technical education from their friends.

Get the word spread around about your school. Get your students to "talk-up" the school.

This word-of-mouth communication can significantly increase public recognition of our facilities and therefore substantially alter and improve our image.

"Now like all times is a good one, if we but know what to do with it."
-Emerson

Don't start developing our new image tomorrow. START TODAY! START NOW!

In all your activities, in all your communication--oral or written--convey our new, favorable image.

If we do our job, and we do it well, we can easily foresee the day when vocational-technical education will take its rightful place in the public mind. That is, as a fine, proper, and useful form of post-secondary education.

Remember These Objectives.

* Demonstrate to prospective students, high school counselors, parents and the general public that admission standards for vocational-technical education are professional. They are designed to serve the best interests of students.

* Demonstrate that our students are hardworking, conscientious, intelligent young people. They have a "no-nonsense" attitude toward their work. Yet, they have as much fun as students engaged in any other form of post-secondary education.

* Project the image that all staff are competent, well-trained, professional educators. Their high standard of performance and achievement helps build successful young Americans.

* Demonstrate that our curriculum is difficult, tough, and demanding. Also stress that it is tailored to the student's needs, the job market, and the student's interests. Our courses are interesting.

* Demonstrate that vocational-technical education takes place in modern and attractive surroundings. Our facilities and the equipment available to our students is first-class.

* Demonstrate that going to a vocational-technical school is just as much fun as any other form of post-secondary education.

* Demonstrate that vocational-technical education prepares students for gainful employment immediately upon graduation and that the vast majority of our students are working and earning salaries soon after graduation.

DO THESE THINGS! HELP DESIGN OUR NEW AND BETTER IMAGE!

DEVELOPING PUBLICATIONS

Types Of Publications Needed

Three types of publications are particularly appropriate for area school programs. The general school brochure serves as the primary publication, since it fits most of the purposes for which area schools distribute information. The school catalog is used to provide more detailed information. Course brochures give detailed information on particular curricula.

Production and Content Quality Needed

In recent years, many persons who before graduation from high school expressed an interest in Georgia area vocational-technical schools never enrolled (Bottoms, 1965; Gunter, 1964; Hicks, 1965). Because of this, area schools in Georgia are now producing brochures and catalogs which give adequate information, are of good quality, have a human touch, and are illustrated with students preparing themselves for a modern world. These publications are being developed in an effort to help young people searching for opportunities to make the most of their lives and to perceive area schools as avenues leading toward more meaningful futures.

Student isolation from and limited knowledge of today's world of work makes it imperative that quality materials be provided to them concerning today's opportunities available through vocational education.

Young persons do not know the avenues which will enable them to utilize their abilities to the fullest. They are not aware of the great number of educational alternatives available. Many still think in terms of either going to college or going to work. Failure to consider many other possibilities may be credited, in large measure, to either a complete lack of information on area schools or a lack of information material of adequate quality. Too often, the information concerning area schools distributed has been inferior both in content and in production techniques. It has resulted in young persons rejecting area school programs as valid alternatives to work or college.

A brief summary of guidelines which have been helpful in preparing brochures and catalogs for Georgia area schools is presented below. It describes in detail general guidelines, production guidelines, and content guidelines for general brochures, course brochures, and school catalogs.

General Guidelines

The broad range of students served by area schools makes it difficult to plan an information program. Student aspirations vary greatly. Some students have almost no aspirations toward post-secondary education while others are highly motivated. But, all too often, highly motivated students resist choosing vocational education because of their negative attitudes. Before students on either end of the continuum will enroll, they must see the area school as an acceptable choice, one which will enhance their position in life. Too often, published materials are of such poor quality that they reinforce the unfavorable sterotypes held by potential students toward vocational education, rather than providing them with a learning experience which will correct their negative images.

Peer Group Influence

Publications should be planned in such a way as to utilize the peer group influence of potential area school students. A survey of Georgia area school students revealed that peer groups were the greatest single influence upon their decisions to attend area schools.

Male Youth as the Primary Audience

Materials should be written to appeal to the "characteristics" and "needs" of male youth. The materials must be written to a specific audience in order to appeal to the greatest number of potential students and to achieve a consistent point of view. Perhaps special materials should be prepared for counselors who need concise information in brief form.

Characteristics--The primary audience for materials published by area schools is composed of young men, ages 16-21. The "typical" young man to whom materials speak is presently enrolled in high school, has dropped out prior to completion, has recently completed high school, or has had some college experience. He may be recently married. Of average intelligence, he has been conditioned to believe that in America's society, college is the only type of worthwhile education after high school.

His misdirection is reinforced by his lack of knowledge concerning what goes on behind the walls of industry and business. He is unaware of the variety of jobs available today, particularly of the wide range of technical openings. Because of his lack of knowledge, he is likely to accept a salary below that which he could earn with the skills and understandings offered in an area school curriculum.

Needs--What are the needs of male youth? The items below are not exhaustive, but they are a minimum to consider. Many young people need to make financial plans for an education in an area school. Some need to find sources of financial assistance. Others need to plan means for effectively using available resources.

Almost all prospective students need to expand their knowledge of the types of occupations available today. It is reasonable to expect individuals to look toward vocations with which they are familiar. Too many persons, however, are familiar with only professional occupations because of the publicity such occupations receive. Individuals probably will make more realistic choices for future vocations if they are acquainted with the variety of occupations at their ability level. Otherwise, they may aim either too high or too low or they may begin programs only to learn of alternatives which have more personal appeal.

Young men need more than knowledge of semiprofessional, technical, and skilled occupations. They need to understand the importance of such vocations. This realization can be communicated through publications, and it is vital in getting young men to inquire further into vocational-technical education. Not understanding the importance of such occupations, they will not be able to visualize themselves in them.

Young people need to see the possibility of having a family, making satisfactory friends, and structuring a successful life. Having such a life, however, requires more than their just having a good job. Having such a life actually depends upon their ability to arrive at a satisfactory philosophy of life and to develop an appreciation for esthetic and vocational activities. Such a philosophy can help them feel a degree of control over their physical world and can give them the confidence they need to make decisions which can result in their obtaining the ends they are seeking.

Other Persons as a Secondary Audience

Materials should be written in a manner suitable for other readers. Because of the wide variety of other audiences, it is not easily possible to catalog their needs. The common denominator of these audiences, however, is their need for information pertinent to making, or helping others make, meaningful vocational choices. Schools which have general brochures, catalogs, and course brochures should be able to adequately meet requests for such information.

Women can be expected to read material written primarily for men, but men cannot be expected to have interest in material obviously meant for women.

Students who attend school at night need materials written especially for them. Night students tend to be older and tend to have different characteristics and problems. Night programs call for different information on the length of curricula and on other features of the night program which are different from the day program.

All materials should be written to be suitable for parents, school counselors, school principals, teachers, employment service personnel and industry representatives, although these readers will undoubtedly recognize that the publications are aimed primarily at the audience of prospective students.

Uses of Publications

Plan a mass distribution of a general school brochure. --Quantities can be distributed with little expense in a community, and it will probably be one of the best items for arousing interest. The interest which private vocational schools attract in this manner is well known. The general brochure can stimulate students' interest to the point that they will seek further information from their friends, their families, or their school counselors. The brochure should deal briefly with questions which young people face, should quickly give an outline of a realistic approach to considering further education, and should give, in abbreviated form, all that information which prospective students need to enroll in an area school.

Use course brochures when specific information is needed on one curriculum--Again, such brochures can be prepared inexpensively and can be mass-distributed. Course brochures which are carefully prepared will achieve many of the same objectives which were established for the general brochure. In addition, course brochures can answer detailed questions about specific curricula.

Use the catalog as a reference. --The school catalog serves the same purpose as the general brochure, but does much more. It is the one complete reference to the school which answers all questions counselors may ask. The catalog, if it is attractive, is also a way of adding to the prestige of area schools.

Pre-Publication Planning

Before any other steps are taken toward producing brochures or catalogs, persons initiating publications should give thought to costs, anticipated distribution, expected revisions, and quantities needed.

Costs--The local coordinator of student personnel services or other person initiating the publication should insure that funds are specified in the school budget for this purpose. He should determine also if the school is elegible to receive reimbursement for printing costs from the State Department of Education.

Distribution--Plans should be made to distribute materials to persons in positions to refer prospective students to the area school. Included would be counselors, principals, teachers, parents, industrial arts teachers, current area school students, former area school students, employment agency personnel, and industrial representatives.

Revision--Revisions to publications will be needed after a period of time. Advance planning will prevent materials from becoming obsolete too quickly, and will insure that the school does not have to continue to use out-of-date materials. For example, avoid listing names of people because they tend to "date" publications. As a general rule, plans should be made to revise most materials at two year intervals.

Quantity--Funds available, anticipated distribution, and expected duration of usage enable persons responsible for production of materials to anticipate the amount needed. Larger quantity orders usually result in a lower unit cost.

Professional Quality

Insure quality by having coordination, consistency, and professional help. - Once the logistics of production are settled, it is necessary to find individuals to do the work of preparing copy for the printer. To insure quality materials, one person, the coordinator of student personnel services, should have the responsibility for coordinating production.

He should have all the literature for the school written by the same person to achieve consistency. Further, he should have the copy read for grammar and for accuracy. Then, he should have resource persons provide adequate, accurate information. In addition, he should use printers with proven reputations for quality, and he should obtain professional art work and pictures. Further, he should consider their advice and his needs. And he should have professional consultation when planning layout. Failure to obtain professional help will usually result in substandard materials which will undoubtedly reflect negatively on vocational education programs.

Professional consultation in producing publications can be made available by state departments of education. It greatly increases the quality of publications in local schools which have no other access to such help. Presently the Division of Vocational Materials in Georgia provides assistance with graphics, with layout, and with the editing of school brochures and catalogs. The Division also prepares and distributes (1) a state catalog which includes information on all the schools; (2) brochures on financial assistance available; (3) posters depicting information gained from a state-wide follow-up of graduates; (4) posters announcing new developments such as the summer pre-technical (remedial) pilot program; and (5) other materials applicable state-wide. Local schools are reimbursed for part of their printing costs in order to obtain better paper and better printing quality.

Nondiscriminatory Section

In all publications, a section should state that there is no discrimination because of race, color, or national origin in vocational-technical schools. Title VI of Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subject to discrimination under any program or activity receiving Federal financial assistance." The area vocational-technical education program, like every other program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

Style of Writing

Materials must be interesting, brief, correct, and easily understood by readers on a junior high school reading level. These qualities will make the materials suitable to the readers for whom they are intended. If the materials are not accurate, they may encourage decisions which result in school dropouts and in persons who are dissatisfied with their work. If technical terms or ideas are included in the materials, definitions are necessary.

A method for testing the reading level of material has been developed by Rudolf Flesch (1958, pp. 163-174). With it, material can be classified according to its degree of formality and difficulty. When the test is applied to a sample commercial published material, mass circulation fiction is rated as the easiest to read.

Layout

Layouts should create and hold interest. Layouts should have good ideas, an immediate impact, stopping power, lasting interest, enough information to show that the school can be helpful to the reader, and should create a desire in the reader to know more. Layouts should avoid crowding, complicated design and obstrusive art work. In other words, they should attract attention to the content rather than dominate the material.

Pictures

Pictures should have a positive effect, enabling the readers to visualize themselves in the school setting and to picture themselves as belonging there. These effects will be aided by the use of young, attractive students in the forefront for pictures, by using pictures which have action and which tell a story, by avoiding crowding in pictures, by insuring that subjects in pictures are neatly dressed, by keeping action within pictures rather than having action lead out of them, and by using captions wherever possible to let readers understand the situation. Aerial views help to give the impression that the school is a unity. Pictures should be used! Research has indicated that at least some college-age persons prefer occupational literature with many pictures.

Art Work

Art work and pictures are two of the primary means of overcoming the stereotype of area schools being "trade schools," places for slow students and high school dropouts. Art work should be simple and dignified enough to give readers the feeling that the area school is a place which they would want to attend. It should project a favorable impression of the school through depicting young people in action, through presenting attractive buildings, impressive equipment, and distinctive features of the school campus and its architecture.

Color

Brochures should be at least two colors. When using color, avoid color overprinting on photographs. Use black and white pictures. Consult a chart to find the most pleasing color combinations. Obtain additional color through a screening process with offset printing.

A study released by Michigan State University concerning the use of color in publications contained the following suggestions which strongly support the use of color (Lindsey, 1966):

1. Printed material in color tends to get higher readership than similar material in black and white;
2. In general, the additional cost of color printing can be justified on the basis of added recall;
3. In general, the greater cost of color can be justified in terms of greater visibility;
4. For like content, color is more effective than black and white in attracting initial attention;
5. Darker colors tend to make things look heavier. Lighter colors tend to make things look larger;
6. Darker colors tend to make things look smaller. Lighter colors tend to make things look larger;
7. The most highly legible color combinations are, in order: black on yellow, green on white, blue on white, white on blue, black on white;
8. The least legible color combinations are: red on yellow, green on red, and red on green;
9. The most preferred color is blue, followed by green and red;
10. The least preferred colors are orange and its shades toward yellow and red;
11. Darker colors are preferred over lighter colors.

Printing

Offset lithography is recommended. Type faces which are old-fashioned, type which is smaller than ten point, papers which give poor reproduction of half tones, and enameled or coated papers which do not reproduce effectively should be avoided. High quality paper is usually more than worth its difference in price.

Content Guidelines

Whenever possible the persons writing the materials should build upon the work of others. For example, the Dictionary of Occupational Titles (1965) and the Occupational Outlook Handbook (1966-67) give basic information such as the occupational categories into which all vocations can be classified, brief definitions of occupations, worker requirements, clues for relating applicants and requirements, training needed for entry, and methods of entry into various occupations. Suggested content for school brochures, catalogs, and course brochures is as follows:

School Brochure

1. General information;
    a. Purpose of area school;
    b. Location of school;
2. Entrance requirements;
    a. Education;
    b. Age;
    c. Aptitude;
    d. Others;
3. Admissions procedure (list of minimum steps);
4. Cost and financial aid;
5. School schedule;
    a. Class hours;
    b. Entrance dates;
    c. Length of school year and type of school year (quarter, semester, trimester);

    - d. Recreation;
    - e. Housing;
6. Types of programs and length;
    - a. Pre-employment (day and night);
    - b. Extension;
    - c. Faculty;
7. Types of students enrolled in school (may be implied);
    - a. Age;
    - b. Education;
    - c. Opinion of school;
8. Occupational curricula offered (including the length of courses);
9. Equipment and facilities;
10. Student services to include job placement, job opportunities, salaries and location of former students.

Catalog

1. Title page;
2. Foreword;
3. Table of contents;
4. General information;
    - a. Typical students;
    - b. Admission requirements to include statement of coeducational nature of school and academic prerequisites suggested;

c. Entrance procedures;

d. Registration procedures;

e. School calendar;

f. Graduation;

g. Entrance dates;

h. Class schedule;

i. Expenses;

j. Financial aid;

k. Transportation;

l. Academic information;

  (1) Grading system;

  (2) Course transfer;

  (3) Report of grades;

m. Student regulations;

n. Health services--insurance;

o. Orientation;

p. Counseling services;

q. Placement service and information on alumni;

r. Recreation and athletics;

s. Course offerings;

  (1) General statement describing the curriculum;

  (2) Curriculum outline (by trimester) and description of each course offered;

(3) Recommended high school preparation;

(4) Nature of job openings for graduates;

  (a) Duties performed;

  (b) Salaries;

  (c) Working condition;

  (d) Social significance of occupation;

  (e) How former students feel about their work;

  (f) Avenues for advancement;

  (g) Future trends of occupation;

  (h) Special requirements such as certification, union membership, and professional organizations.

Course Brochure

1. General information;

   a. Purpose of school;

   b. Location of school;

2. Entrance requirements;

   a. Education;

   b. Age;

   c. Aptitude;

   d. Others;

3. Admissions procedures with statement that entrance requirements differ slightly from school to school;

4. Curriculum description;
    a. Definition of broad occupation area;
    b. Recommended high school preparation;
    c. Special requirements such as certification, union membership, and professional organizations;
    d. Outline of content of curriculum;
    e. Nature of work done by graduates;
        (1) Duties performed;
        (2) Tools or equipment used;
        (3) Relationship to other occupations;
        (4) Possible work settings--locations--pictures;
        (5) Fields of specialization;
        (6) How graduates or students feel about their jobs;
        (7) Working conditions;
        (8) Salaries;
        (9) General outlook for future employment;
        (10) Satisfaction received from work;
        (11) Relationships with supervisors and fellow workers;
    f. Curriculum school plans to offer;
5. Future trends for the occupation;
6. Sources of additional information;
7. Special requirements such as licensure or certification;
8. Employment outlook;

9. Conditions of work and their implications for the individual's way of life;

10. Social and psychological factors: work satisfactions and dissatisfactions, pattern of relationships with supervisors with other workers, and information on unions or other organization in which membership may be desirable or required.

Evaluating The Preadmissions Information Service

There are three basic approaches to evaluating the Preadmissions Information Service: surveying opinions; comparing activities performed with a listing of practices generally considered acceptable; and conducting experimental studies.

Opinion Surveys

Opinion surveys should be made of enrolled students, high school counselors, area vocational-technical school faculty, and community leaders. The very act of surveying the opinions of these groups regarding the adequacy and appropriateness of information distributed by the Preadmissions Information Service will focus attention on area vocational-technical schools. An evaluation of this type cannot be considered a valid measure of the knowledge level of the persons surveyed; however, valuable information will be gained which will enable student personnel specialists to improve their Preadmissions Information Services.

One particularly promising method of evaluation is the formation on a state-wide basis of an advisory committee of high school counselors. Such a group can meet during its annual professional organization meeting and discuss with area vocational-technical school student personnel directors ways of improving the information furnished by the Preadmissions Information Service. The advisory committee can be especially helpful in suggesting ways of improving the articulation of area vocational-technical programs to high school administrators, faculty and students. This group will also be valuable for reporting changes in the attitudes which high school students have toward area schools, thereby enabling student personnel specialists to prepare themselves for dealing with negative sterotypes and for assisting high school counselors to recognize and overcome stereotypes which hinder some students from giving due consideration to area vocational-technical school programs. A standing committee of this type has been developed in Georgia and has proved itself beneficial.

Surveys of opinion should also be made which give attention to the perception that respondent groups have of the vocabulary needed to describe area vocational-technical schools' programs, graduates and staff and faculty. Particular attention should be given to responses of the five percent of the community who lead the thinking of the other ninety-five percent, whether the group being surveyed consists of high school students, area school students, city leaders, high school counselors, or others. In surveying opinion on the aspects of their schools, attention should be given to the connotations which come to mind among respondents when particular topics are mentioned. Connotations associated with particular words form the "image" people have of area schools. Knowing the "image" which people have of area schools is important to student personnel coordinator because there is considerable evidence to support the theory that prospective students will act more upon the basis of their own "image" of area schools than upon a "rational consideration of facts" concerning area schools. Dr. Warren C. Bonney of the University of Georgia has said:

> The vocational-technical school in Georgia is not an established social institution as is true of a college or university. The decision to attend is not based on tradition but rather a thought-out decision often in spite of a negative stereotype. Preadmissions information is likely to be more successful if the prospective student's attention can be focused on aspects of this educational opportunity which he would probably overlook through an impersonal approach (1966).

Evaluating the image of area schools causes student personnel specialists and area vocational-technical school administrators to consider what they feel to be the "true image." It is essential that consideration be given to this matter because no publications or presentations are completely "objective." It is almost impossible to "present only the facts" because "facts" must be selected and the selection slants the material. Consequently, the image of area schools which intend to project should be made explicit in order to compare perceptions of respondent groups with it.

Research is needed to relate the self-concepts and values found among various respondent groups to their image of area schools.

The suggestions for preadmissions information which follow were made by Dr. Warren C. Bonney:

> The area school probably has its greatest appeal to the offspring of skilled and semi-skilled laborers. The values and attitudes of people from this class of society should be studied thoroughly and approached in a broad sense. For instance, people from this type of background tend to seek short-term rather than long-term goals. They look forward to early marriage and a small home in the suburbs. The suggestion here is that the appeal should be directed toward a broad style of living rather than strictly occupational goals. A life style analysis of people permanently employed in the occupations involved could provide a realistic base for brochure descriptions and talks.
>
> The middle-class adolescent who is college oriented but possesses low academic potential will require more intensive individual assistance in achieving a more realistic self concept and a change in work orientation. If he enters a vocational-technical school only as a last choice he probably will not be successful. A technical education might be made attractive as an avenue toward a small business or administrative postion. Counseling should help.
>
> The school dropouts, particularly those from cultrually deprived backgrounds, are not likely to be influenced by the usual persuasions. A "hard nosed" approach employing personal confrontation and factual presentation might have some success (1966).

These suggestions are "educated guesses" concerning various responses which Preadmissions Information Services might encounter. They imply that evaluation should be directed toward determining variations in perception of area schools which are associated with particular "backgrounds, attitudes and values of present enrollees and graduates of area vocational-technical schools... to identify general types of people who have been responsive and those who have not" (Bonney, 1966).

Listing of Activities

Evaluation need not begin with the opinion surveys which will require time which may not be immediately available to student personnel coordinators in new schools. The recommendations in this report comprise a list of activities which have been developed by experienced student personnel specialists. A brief and simple evaluation may be made of Preadmissions Information Services in area vocational-technical schools by merely using this report as a check list to determine what activities are lacking.

The disadvantage to the method of listing activities is that quality is not considered. It is entirely possible that schools' Preadmissions Information Service may include all of these activities and yet be of such poor quality that prospective students gain the impression that the schools are a poor choice as a path toward vocational development.

Experimental Studies

The best assessment of the quality and adequacy of Preadmissions Information Services may come from experimental studies which compare the influence of various practices upon matched groups. Amount of information, quality of presentations, type of information, and many other items could be varied and the effect recorded. The amount of time and work involved, however, may preclude experimental studies in newly established schools unless assistance is given them in designing and conducting the research.

ROLE OF STATE DEPARTMENT OF EDUCATION IN PREADMISSIONS INFORMATION

State departments of education can provide assistance to student personnel specialists in conducting preadmissions information activities. Activities in Georgia from the fall of 1964 through the spring of 1967 are examples of the help which can be provided. These efforts have been reported in the Vocational Guidance Quarterly (Bottoms and Swain, 1967). The remainder of this section is adapted from that report.

In September of 1964 the Vocational-Technical Schools in Georgia were operating at only 70 percent of their capacity. The economic growth in the state was demanding increasing numbers of individuals with certain technical skills, and graduates of vocational-technical schools were averaging six job offers, but many youth in the state were failing to take advantage of these opportunities. Efforts were therefore needed to improve communications about vocational education programs to high school students and to the general public. It was felt that this improvement could be accomplished primarily through improving communication and understanding between vocational-technical school officials and high school counselors and the Georgia State Department of Education started to develop such communication.

Tours of Vocational-Technical Schools

During the 1964-65 school year over 450 high school counselors attended programs held in vocational-technical schools. Also, the counselor education staffs at the University of Georgia, Atlanta University, and Georgia Southern College arranged for students currently enrolled in their program to visit vocational-technical schools for similar programs. There were three objectives for having counselors visit in the vocational-technical schools: to broaden their understanding of the opportunities available to young adults in the vocational-technical school programs; to discuss with them the counseling of potential vocational-technical school students; and to provide them an opportunity for making suggestions regarding ways in which the vocational-technical school officials and high school counselors could work together. All these meetings focused upon developing positive feelings between the vocational-technical school officials and the surrounding high school counselors. Usually the programs consisted of a tour of the vocational-technical school during which counselors were given pertinent information about each occupational training area and an opportunity to talk to students enrolled in each curriculum. Counselor educators or other consultants discussed the counseling of vocationally oriented students. Discussions were held on ways in which vocational-technical school officials could assist counselors in familiarizing youth with vocational education opportunities. Judging from comments made by high school counselors and vocational-technical officials, these meetings have developed greater understanding between high school counselors and vocational-technical officials,

State Wide Meetings

Through a joint effort by the Guidance, Counseling and Testing Division and the Vocational Education Division of the State Department of Education, Dr. Kenneth B. Hoyt of the University of Iowa was brought to Georgia in February of 1965 to discuss with Georgia high school counselors their role in counseling with potential vocational-technical school students. During the last week of June both divisions sponsored a one-week, in-service program for thirty high school counselors. It dealt with Georgia's total program of vocational education.

Counselor Education Programs

Counselor education programs at the University of Georgia and at Atlanta University conducted institutes during the summer of 1965. They were funded under Section 4(c) of the 1963 Vocational Education Act and were designed to broaden counselor's understandings of occupations not requiring a college degree and of related educational opportunities. Evidence currently available suggests that these institutes were successful in: (1) increasing the counselors' abilities to relate and identify with the vocationally oriented students; (2) broadening the counselors' understandings of education and occupational opportunities available in technical, skilled, clerical, science, and health occupations; (3) helping the counselor provide vocational and educational guidance to all students; and (4) assisting counselors in developing greater appreciation of all educational and occupational opportunities.

State Catalog

A state-wide catalog on the vocational school program was developed. It included general information on the vocational school program, specific information on each vocational-technical school, and descriptions of the different occupations for which training is offered at vocational-technical schools. The catalog was designed to answer the questions that a group of high school counselors posed about the vocational-technical school program.

Guide for Counselors

Also, the Counselor's Guide to Georgia Area Vocational-Technical School was prepared. It contains information on the norming of the Dailey Vocational Tests on Georgia's vocational-technical school students by curriculum areas. The norms provided in this guide enable counselors to compare scores made by their students on the Daily Vocational Tests with scores made by students enrolled in various curricula at the vocational-technical school.

RESEARCH AND DEVELOPMENT NEEDED

1. Developing a bibliography of career development information for Area Vocational-Technical School instructors.

2. Compiling speeches and other presentations which student personnel specialists have used successfully to inform various publics about opportunities available at area vocational-technical schools.

3. Developing plans for starting alumni organizations to promote area vocational-technical schools.

4. Developing procedures for involving high school counselors in visiting local employers to learn the types of jobs available.

5. Developing plans for identifying sources of financial aid for area vocational-technical school students, such sources as:

   a. Hospitals;

   b. Companies;

   c. Clubs such as V.F.W., Rotary, Jaycees, and others;

   d. Professional associations;

   e. Advisory committees;

   f. Almuni groups;

   g. Individuals;

    - h. Banks;
    - i. Employer associations;
    - j. National Organizations;
    - k. High school counselors;
    - l. Cooperative work arrangement;
    - m. Part time work - split shift work;
    - n. Registration fees of people who do not enroll;
    - o. Coffee pot;
    - p. School services;
    - q. Out-of-state tuition;

6. Developing plans for securing scholarships and aid, to include:
    - a. Contacting potential sources;
    - b. Explaining need;
    - c. Showing benefits to be derived from providing it;
    - d. Making provisions for tax deductions for administration, and for selection of recipients.

7. Conducting research on the effectiveness of various techniques in communicating the role of area vocational-technical schools to different publics, which will require development of methods for assessing attitude of public toward vocational education.

8. Developing experimental research designs which can be provided to new schools to use in evaluating preadmissions information techniques.

9. Conducting research on life styles of graduates of area vocational-technical schools. Such studies should determine what rewards, intrinsic and extrinsic, graduates value in their work.

10. During visits to feeder high schools, developing procedures for reporting the success (or lack of success) of recent graduates of that school who entered curricula at the area vocational-technical school. Counselors, teachers, and principals find such information a reward for their previous efforts at guidance. It also gives them concrete evidence to guide their future counseling of potential applicants for the area school.

11. Developing diversified media for providing exploratory opportunities to students who are making vocational decisions:

    a. Success stories of graduates to read;

    b. Movies of persons at work in various occupations;

    c. Video tapes of persons at work;

    d. Statistical reports comparing salaries, working conditions, job satisfaction, and other factors;

    e. Tapes or video tapes designed to provide social modeling for counselors.

12. Conducting the research which is needed to answer such questions as the following:

    a. How can the social class background of a student be determined, and what are the influences of different social backgrounds on perception of various curricula?

    b. How can the process of school choice among area vocational-technical school students be studied?

    c. How can the knowledge and attitudes of high school counselors and teachers concerning area vocational-technical schools be appraised?

    d. Can the contribution of student services to the accomplishment of fundamental educational objectives be evaluated? Can the contribution to specific or limited objectives be determined? (For example, should research be limited to such questions as: "Do

orientation programs reduce school dropouts?")
How can the effectiveness of student services in meeting the aims of the school be studied?

e. What are the significant factors which condition area vocational-technical school attitudes toward various facets of their student personnel program?

SUMMARY

The Preadmission Information Service is based upon the strategy of taking a positive and aggressive approach to communicating to people the opportunities in area vocational-technical schools. Prospective students need to hear the advantages of attending area vocational-technical schools. Student personnel specialists should actively take the initiative in telling persons about the schools through every medium available. They should ask groups to tour the area vocational-technical school, visit schools and community organizations to present programs, issue news releases frequently, seek out influential persons in the community and establish close relationships with them, arrange for referrals from community agencies, conduct "open house" or "technight" at the area vocational-technical school, place advertisements in various media, and initiate other methods for promoting a positive image of area vocational-technical schools.

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Chapter IV

ADMISSIONS SERVICE

INTRODUCTION

A study of admissions programs in Georgia's area vocational-technical schools (Bottoms, 1966) revealed that admission programs provided at that time were inconsistent and inefficient. This finding was even more evident for evening programs, for schools with low enrollment, and for schools without a counselor. Another study conducted in 1965 (Bottoms and Holt) revealed that, of the students who made application to vocational-technical schools but failed to enroll, 19 percent failed to enroll because they had inadequate information from, and inadequate communication with, the schools. Both studies suggested the need for a re-examination of the admissions program in vocational-technical schools.

Unlike some other post-secondary education opportunities, the nature of the area school requires, in most instances, that individuals make a specific occupational choice upon entrance. These occupational choices will probably be among the most important decisions of their lives. Therefore, admissions programs in area schools must be organized so that students still in high school will consider entering area schools upon graduation. The admissions programs should be so organized and conducted that prospective students approach the area schools with certainty of, and pride in, their vocational choices.

In establishing an effective admissions program, the first major problem confronting area vocational-technical schools is defining a philosophy of admissions. These schools are part of a vast, new, and comprehensive program of secondary and post-secondary education. They were created to meet the insistent demand for highly trained manpower in an emerging technological society. Educators are beginning to speak of those qualified high school graduates who do not seek education after graduation as "dropouts," just as they have traditionally used this term to apply to those who do not complete high school. The philosophy of admissions must therefore be inclusive, rather than selective. It is not a question of whether students are among the few most likely to benefit from the limited education offerings after high school; rather, it is a matter of placing a student in an education program which best meets his needs, and helping him choose from a variety of advanced educational opportunities. At the same time, it is vital that steps be taken to increase the variety and availability of such education offerings where more manpower is needed.

Selective admissions, or selection, must therefore give way to placement. Here a dilemma arises: personal interest and personal choice are insufficient, taken alone, to qualify a student to enter a particular curriculum. Yet, for success and satisfaction in any vocation or profession, a student's personal interest and commitment is crucial. The problem is compounded by the inability of researchers confidently to set minimum requirements for admission to each training program. Just as a weatherman has difficulty in accurately predicting rain or clear weather, and therefore states his prediction in terms of a probability, admissions officers have learned to make probability estimates concerning the chances of a student successfully completing a specified curriculum, and to state his chances of completion as 20 percent, or 75 percent, depending upon many factors. Also, it is even more difficult to give differential recommendations regarding the likelihood of student success in different fields, except in terms of such probabilities.

All of these considerations point to a need to present the problem of choice of curriculum to individual applicants within very broad limits and upon the basis of the best guiding information available to the counselor. Lack of student readiness to benefit from a particular course may be due to lack of prerequisite skills and information which can be taught to the applicant. Or, it may be that the lack is so basic that it is unrealistic to talk of correcting the condition. In such a situation, past experience can help in setting limits.

The admissions strategy for an area vocational-technical school becomes one in which the personnel specialist defines the range of choices available to the applicant; assists him in examining these choices, both inside or outside the school; and helps him make a realistic educational decision. In effect, this procedure allows some applicants complete freedom of choice, offers other applicants limited freedom, and gives a few applicants no choice at all. Those applicants who fail to qualify for any curriculum should be aided in making a choice outside the offerings of the school. This aid should be given by area school counselors and should consist of informing the applicant thoroughly of all alternatives.

Under an admissions strategy in which schools define limits within which applicants may choose their courses, what is the role of personnel specailists in admissions? These specialists define the limits of choice that applicants have at the area vocational-technical schools and assist applicants to choose within these limits. If there is no place for an applicant within the school, the personnel specialist assists him in examining opportunities outside the school.

There are certain guidelines or prerequisites to which schools must adhere in order to establish an effective admission program in which the student personnel specialist defines limits within which applicants may choose.

First, a school must be committed to what is best for the individual rather than what is best for the school. In some area schools, pressure may be applied to personnel specialists to enroll students into curricula which meet institutional needs rather than student needs. Problems stem from the broad range of curricula offered in most area schools and from some programs being more popular than others. Because of a shortage of students in a given program, personnel specialists could be "pressured" to persuade applicants to enter a particular area rather than to relate their abilities to the offerings of the vocational-technical school and to make choices within defined limits. Personnel specialists must resist such pressure, since their primary concern is the needs of students.

Second, personnel specialists should work cooperatively with instructors, instructional supervisors, and school directors in determining the minimum entrance requirements of the school and of its various curricula. The determination of standards is important for two reasons: (1) Prospective students must be aware of certain standards for admission; and (2) the wise use of public funds makes such standards mandatory. Without minimum standards, students might enroll in curricula for which they are unqualified. Their resultant failure can only damage them and waste public resources. Entrance standards should reflect the minimum abilities needed for success in occupations to which the curriculum leads. Standards should be re-evaluated periodically by admissions committees to insure that admissions standards, curriculum content, and employment skills offered are realistic. Existing standards, although based on the best current program knowledge, are usually far from perfect. Extensive research and re-evaluation should uncover and correct program weaknesses.

Third, schools must attempt to create the widest possible variety of programs in order to meet the differing interests, desires, and abilities of prospective students. Schools cannot serve all potential students unless both a horizontal and a vertical range of curricula are offered. Horizontally, the schools must offer various curricula in technical, trade, industrial, office, health, and service areas. Vertically, the school must provide for curricula which require different levels of ability within each of the areas making up the horizontal range. Failure to provide both a horizontal and a vertical range of curricula may result in an accumulation of pools of applicants, and tempt school officials to accept only the most capable. If this situation occurs, the area vocational-technical schools will be failing to meet their responsibility for providing occupational education to all who are capable of profiting from it.

Fourth, applicants to vocational-technical schools should be admitted on a "first-come, first-served" basis, and area schools should attempt to admit all who meet minimum entry qualifications. Withholding of students'acceptance until a large number of applicants are accumulated may tempt school officials into a selection strategy rather than assisting the individual students in making a choice within limits. Assuming that original determination of standards was realistic, admissions standards should not be lowered in order to fill classes. Lowering of standards requires lowering the proficiency levels which are required and may result in inadequately prepared graduates. If graduates do not succeed, prospective students will go elsewhere upon learning of the failure of graduates. Furthermore, employers will not seek employees from schools which graduate students who cannot perform successfully on the job. After a given curriculum has been filled, additional qualified applicants who desire that particular curriculum should be placed on a waiting list or admitted to other curricula for which they have interests and abilities.

Fifth, a strong basic education program prior to, or during, enrollment must be a vital part of the area vocational-technical school program. Many persons who apply to area vocational-technical schools have the aptitude to pursue a given curriculum but, because of deficiencies in certain academic subjects, are not able to master the course content. Educational deficiencies of students can possibly be aleviated through close cooperation between area schools and feeder high schools. Area school personnel can assist high school officials in becoming aware of the skills needed by students to be successful in area vocational-technical schools. Student personnel specialists have a responsibility of encouraging the development of basic education programs when such programs can possibly increase the ability of the school to serve potential students and to influence the curricula in feeder high schools. Approaches which may be productive in urging such changes are given in more detail in the final section of this chapter.

Sixth, by their action, the area vocational-technical school staff must communicate to the potential student a concern for him, and an interest in asssisting him to explore the area vocational-technical school. Unless a school is willing to accept these six guidelines, it is doubtful that the admissions strategy being proposed here can be implemented.

OBJECTIVES

The major objective of the admissions program is to provide a systematic procedure for assisting students in the selection of curricula best suited to their interests and abilities and to the requirements of the school. Specific objectives of an organized admissions program are stated in terms of: (1) desired student behavior which is anticipated as a result of the program; and (2) functions to be performed by the school in conducting the program.

Anticipated Student Behavior

1. He explores problems which may be obstacles to enrolling but which he plans to solve: finances; housing; transportation; or personal considerations.

2. He relates his experiences, values, motives, and aptitudes to the vocational-technical curriculum.

3. He relates himself to a specific curriculum.

4. He selects a specific program and completes the admissions process of making application, taking entrance tests, having interviews, making a course deposit, and registering for classes.

Functions of Admissions Programs

1. One person, specifically related to student personnel services, is designated to be responsible for the admissions program.
2. Clearly defined admissions policies, requirements, and procedures for entrance into area vocational-technical schools are established.
3. Means for informing prospective students, school officials, and referents of admissions policies, requirements, procedures, and aptitude testing dates are developed.
4. An organized procedure for processing prospective student applications, from initial request for information to enrollment into the area school, is instituted.
5. A procedure which involves program instructors in establishing and evaluating admissions criteria is used.
6. Procedures for regularly auditing the applications on file are established.
7. Dates for testing applicants during their senior year of high school are set up.
8. A procedure for interpreting all entrance test scores to applicants is developed.
9. Applicants are assisted in learning as much as possible about the occupational training programs offered by the school.
10. Means for assisting applicants who fail to qualify for the curriculum offering of their choice to find possible course alternatives are developed.
11. Procedures for consulting with staff members about admission of borderline applicants are clarified and followed.
12. Forms and form letters which are positive in approach are used.

ADMISSION PROCEDURES

The current guidance movement has described its goals and philosophical strategies for reaching these goals. Too often, however, these ideas have not been coverted into appropriate operational procedures within the school setting. This section will therefore set forth procedures which are needed in order to develop an effective admissions program based upon the placement approach which has just been described.

The real danger of setting forth detailed procedures is that they may become the end rather than the means to the end. Personnel specialists should not allow the mechanics of admissions procedures to overshadow the major objective of assisting applicants in evaluating their abilities, desires, motives and values; in relating these characteristics to the offerings of vocational-technical schools; and in making a choice of a program to pursue.

An effective admissions program depends upon the acceptance by area school personnel of clearly defined responsibilities, such as those shown in Table 3. It includes the following eight ingredients (see Table 4):

Professional Student Personnel Specialists

The placement approach to admissions requires a capable counselor directing the service, one whose background includes a masters degree in guidance and counseling and sufficient other experience for him to have a realistic view of employers' expectations. The competencies and personal qualities which make a counselor a "professional student personnel specialist" are described in detail in the chapter on the Counseling Service.

Clearly Defined Admission Policies

In order for potential students to make specific plans for entrance into a vocational-technical school, they must be aware of the admission policies and requirements. It is essential that area schools set forth specifically their admission policies and requirements.

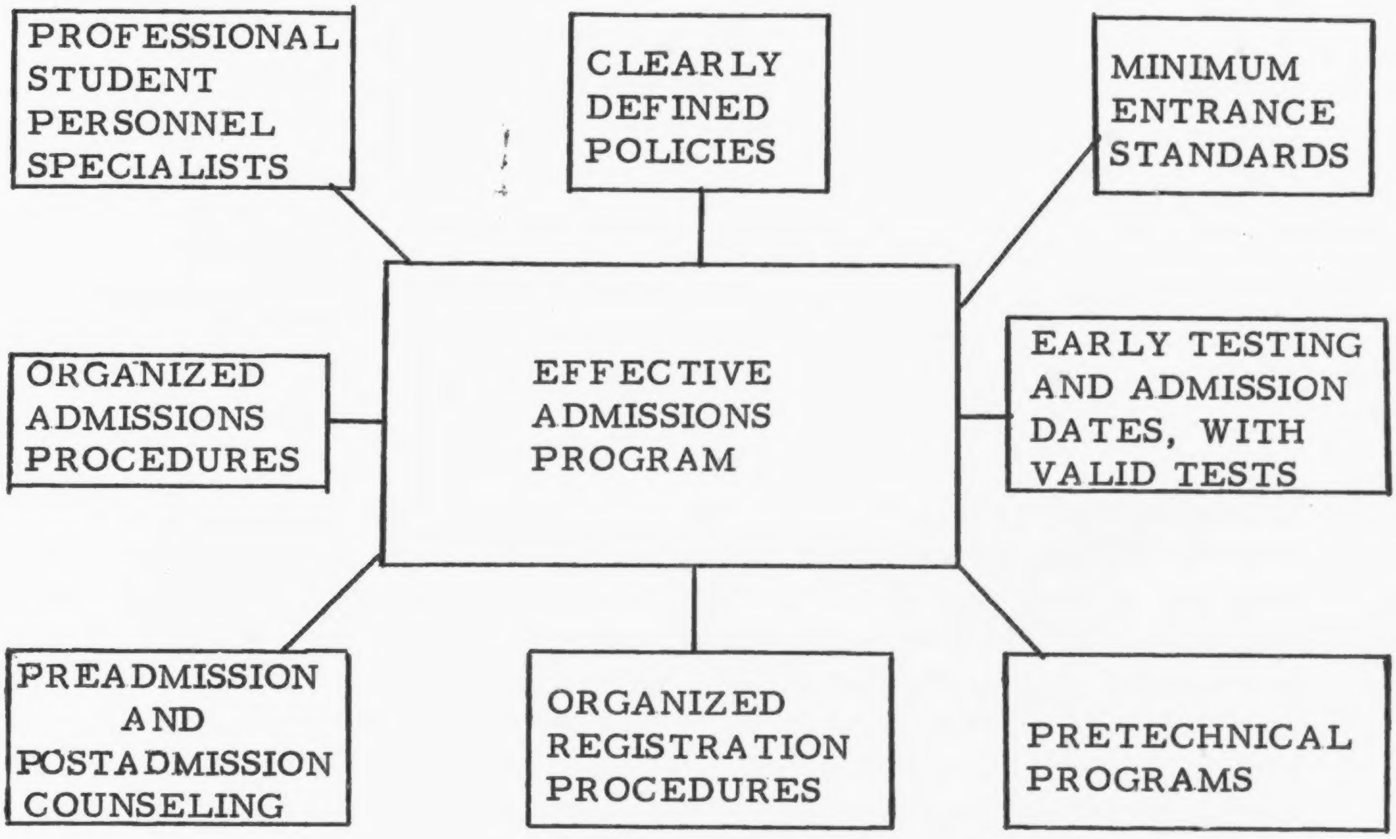
Table 3

ADMISSIONS PROGRAM WITH EMPHASIS ON PLACEMENT RATHER THAN SELECTION

	Admissions Procedures (Evaluation)	Admissions Procedures	Placement-Pre-Admission Counseling	Registration and Orientation	Placement, Post-Admissions Counseling
School Director	Appoints admissions committee to establish and periodically review admissions standards.	Approves standards, or secures approval of school board for admissions standards.			
Personnel Specialist	(1) Works with the instructor in establishing admissions standards; (2) Initiates process of reviewing and evaluating admissions standards; (3) Suggests curriculum revisions needed.	(1) Establishes a systematic and clearly defined procedure for processing applications from the student's initial request for information to enrollment; (2) Informs prospective students, school officials, and others who may refer prospective students to the area school of admissions policies, requirements, procedures, and testing dates; (3) Conducts regular audit of applications on file; (4) Establishes early testing dates for students during their senior year of high school.	(1) Defines limits within which applicants may choose and then proceeds to assist individuals in making a choice within the limits of area schools or in making a choice outside the area school; (2) Confers with instructors or admissions committee concerning admission of borderline students; (3) Accepts students who are qualified to enroll; (4) Assists students to learn about opportunities offered in area vocational-technical school; (5) Assists applicants who fail to qualify for their choice of curriculum to find possible alternatives; (6) Interprets entrance test scores to all applicants.	(1) Informs students of procedures for transferring to another curriculum or for withdrawing from school; (2) Assists students who decide to enroll in another curriculum; (3) Supervises registration of new students.	(1) Assists students who wish to transfer to another curriculum because of mistaken choice; (2) Arranges counseling interview with all failing students.
Instructor	Assists in developing and evaluating admissions requirements.		Assists in evaluating borderline students for their curriculum.	Assists in registration.	Tries during the first month to identify students who may be unsuccessful in their course and refers them to personnel specialist.
Student		Becomes familiar with admissions procedure.	Seeks occupational opportunities that are reasonable for his circumstances.		

Table 4

INGREDIENTS OF AN EFFECTIVE ADMISSIONS PROGRAM


PROFESSIONAL STUDENT PERSONNEL SPECIALISTS
CLEARLY DEFINED POLICIES
MINIMUM ENTRANCE STANDARDS
ORGANIZED ADMISSIONS PROCEDURES
EFFECTIVE ADMISSIONS PROGRAM
EARLY TESTING AND ADMISSION DATES, WITH VALID TESTS
PREADMISSION AND POSTADMISSION COUNSELING
ORGANIZED REGISTRATION PROCEDURES
PRETECHNICAL PROGRAMS

The admission requirements and policies for area schools should be developed and be reviewed periodically and revised by an admissions committes composed of personnel specialists, instructors and other administrative personnel. There are several reasons for this recommendation. First, it will be a small enough group to represent the whole school yet not so large that it cannot operate effectively. Second, specialized knowledge which each group possesses should enable schools to establish more functional admissions programs. Instructors have specialized knowledge of their fields and of changing occupational requirements. Personnel specialists, on the other hand, possess professional knowledge of appraisal procedures and skills in assisting students to evaluate their abilities against desired goals in the vocational-technical schools. Each group thus contributes its' unique knowledge to the establishing of effective admissions requirements and policies. Third, the utilization of various school personnel specialists in formulating, establishing, and recommending admissions requirements and policies should strengthen communication and understanding between instructors and personnel specialists. Without such mutual understanding, on the part of these two groups, admissions programs may become a source of conflict between personnel specialists and instructors. In a centralized admission program where all authority is vested in one person, it becomes easy for instructors to blame the personnel specialist for any undesirable qualities in their students.

If instructors have a role in establishing admission programs and a role in making decisions that deviate from the established policies, they are less likely to blame others for any missing quality in their students. In addition, admissions programs are established for the purpose of enhancing the ability of schools to train skilled workers by assisting students to make choices of curricula which are in line with student abilities, desires, motives and values. It is difficult to see how admissions programs can accomplish this purpose unless they are planned upon the basis of the unique characteristics of these schools. This planning can best be done through close co-operation among the personnel specialists and the instructional staff.

It is further suggested that the admission committee make final admission decisions regarding students who fail to meet established requirements for certain curricula, and who cannot realize the wisdom of enrolling in a curriculum for which they qualify. In some instances such an individual may be enrolled on a trial basis.

Table 5 presents the roles of personnel specialists, instructors, and the admissions committee in the admissions program. Under such arrangements, personnel specialists will have responsibilities to accept students who meet admissions standards.

Minimum Admissions Standards

The main purpose of the admissions process is to assist students to enroll into programs for which they have abilities, interests, and desires. One of the first steps in accomplishing this purpose is to establish appropriate admission requirements. Area schools may have various publics insisting that they enroll students into occupational areas which they cannot pursue successfully. Many new area schools may be under pressure to fill various programs in order to have capacity enrollment, and this may result in the enrollment of unqualified students. Such a practice is a disservice to students and endangers the reputation of the school. It is recommended that schools which find themselves under such pressure offer remedial courses and additional curriculum offerings in order to serve these students. Following are some general admissions standards which have been established for the Georgia area vocational-technical schools and some recommended admission requirements for different occupational areas. These guidelines should be applicable in other states with new programs.

Requirements For General Admission To The Area School

1. Minimum age of 16 years;
2. Appropriate educational background for curriculum desired;
3. Completion of application form;
4. Physical examination where desirable or required by law;
5. General Aptitude Test Battery or other validated aptitude test for all preparatory students;
6. Copy of high school transcript;
7. Interview with student personnel specialist.

Table 5

ROLE OF PERSONNEL SPECIALIST, INSTRUCTOR, AND ADMISSIONS COMMITTEE IN ESTABLISHING, MAINTAINING AND CONDUCTING AN ADMISSIONS PROGRAM

	PERSONNEL SPECIALIST	INSTRUCTOR	ADMISSIONS COMMITTEE
ROLES	The student personnel specialist is responsible for (1) working with the admissions committee in establishing and periodically reviewing admissions requirements for entrance into different occupational curricula; (2) working with the admissions committee in establishing and evaluating admissions policies and requirements for entrance into the school; (3) working with the admissions committee on the acceptance or rejection of the students who after counseling persist in enrolling in a course for which they fail to meet the established admissions requirements; (4) supervising and conducting the admissions program; (5) assisting applicants to evaluate their abilities in terms of courses offered in the vocational-technical school and to make a choice of program to pursue; (6) accepting students who have selected programs for which they meet the admissions requirements; (7) assisting enrolled students to transfer from one curriculum to another only with mutual consent of the instructor involved; (8) assisting students rejected from one course to look at other possible alternatives; and (9) referring borderline students to remedial programs.	The instructor is responsible for (1) working through the admissions committee in establishing requirements for his occupational area; (2) working through the admissions committee in evaluating and revising admissions requirements as needed for his program; (3) maintaining an awareness o the school's admission requirements and procedures; (4) working with the personnel worker and admissions committee regarding the acceptance or rejection of those students who desire to enroll in his field but fail to meet admission requirements; (5) suggesting remedial courses that borderline students might take. It should not be the responsibility of the instructor to interview all students who wish to enroll in his program because of the time it would deduct from his instruction.	The admission committee is responsible for (1) establishing and reviewing admissions requirements for each program offered in vocational-technical schools; (2) holding monthly meetings, if a need exists, to consider those applicants who failed to meet the admission requirements for a given area and who have been referred to the admissions committee after receiving counseling; (3) maintaining records needed in order to report the reasons students were accepted or rejected; and (4) meeting periodically to review the admissions program.

Requirements for Admission To Occupational Areas

There is a need for aiding each applicant enrolling in a vocational-technical school to systematically appraise his abilities in view of the programs offered by the school. This can be accomplished by using the following five categories of information about the student: test data, educational background, personality characteristics, physical characteristics, and work history. This information should be used by the student personnel specialist to assist the student in determining what he can do in the school, rather than what he cannot do. These specialists must continually strive to be student-centered counselors rather than student selection officers.

Table 6 depicts, in brief form, recommended entrance requirements for various occupational training fields. The primary consideration in establishing entrance standards should be the type of learning to be done by students in a given curriculum (rather than the more involved approach which begins with job analysis). It seems legitimate to talk in terms of requirements for an electronics curriculum, for example, because graduates of electronic programs in area vocational-technical schools are already employed and performing satisfactorily. The level of instruction in the course has been established as reasonable. If a follow-up of graduates indicates employment or advancement difficulties, or if responsible alumni report that much of their training proved to be irrelevant, a job analysis and a possible restructuring of curriculum content should be considered. Regular statistical data should be gathered and a system followed for determining the number of applicants who did not succeed, both in course offerings and on the job, and the number who might have succeeded.

Entrance Tests

The entrance test currently being used by the Georgia area vocational-technical school is the General Aptitude Test Battery. This test battery offers several distinct advantages over specific aptitude tests for use in vocational-technical schools. The GATB requires scheduling and administering of only one test has, perhaps, predicitive validity for all curricula, and is adequate for counseling and placing students in any of a broad range of curricula such as are offered in vocational-technical schools.

TABLE 6

RECOMMENDED ENTRANCE REQUIREMENTS FOR AREA VOCATIONAL-TECHNICAL SCHOOLS*

CURRICULUM REQUIREMENTS	TECHNICAL CURRICULA	SKILLED CURRICULA	OFFICE CURRICULA	HEALTH CURRICULA
Special Tests	General Aptitude Test Battery Math achievement or aptitude test Data processing test Reading test Color vision test	General Aptitude Test Battery	General Aptitude Test Battery	General Aptitude Test Battery
Educational Background	High school graduate or equivalent Required: Algebra I or Completion of Pretechnical Program Recommended: Alegbra II Geometry Physics Trigonometry Industrial Arts Mechnical Drawing	High school graduate preferred in some curricula Recommended General Mathematics Algebra I Mechanical Drawing General Science Biology Industrial Arts	High school graduate in some curricula Recommended 4 years of English Typing Shorthand Bookkeeping Business Mathematics	High school graduate preferred in some curricula Recommended Biology
Personal Characteristics	16 years of age Good past attendance record Adequate motivation Satisfactory morals Recommendations Hobbies	16 years of age Good past attendance record Adequate motivation Satisfactory morals Recommendations Hobbies	16 years of age Good past attendance record Adequate motivation Satisfactory morals Recommendations Ability to work with people Hobbies	Age 17-49 Good past attendance record Adequate motivation Satisfactory morals Recommendations Ability to work with people Hobbies
Physical Characteristics	Ability to perform manipulative functions required Adequate health Note: Health problems frequently encountered in selecting students, particularly in electronics fields, are diabetes, epilepsy and color blindness	Ability to perform manipulative functions required Adequate health	Ability to perform manipulative functions required Adequate health	Ability to perform manipulative functions required Adequate health
Work History	Good employment record	Good employment record	Good employment record	Good employment record

*Note: (1) These recommendations are based upon the judgments of the persons who composed the Admissions Committee of Project 236, of which this document is a final report. (2) High school students who, prior to their senior year, have completed all courses required for graduation may be accepted in entry into area vocational-technical schools in many states when adequate enrollment arrangements have been made. The first year in the area school may be counted as the final year of high school for these students, provided that a formal agreement to this effect has been entered into by the school system from which the students come.

Specific aptitudes tests for a field such as electronics are often more valid for predicting success in that field than are general aptitude tests designed for use with many different fields. The use of specific aptitude tests in an area school setting, however, would require the scheduling of a different entrance test for each curriculum offered, whereas the General Aptitude Test Battery can be used for all curricula. Furthermore, specific aptitude tests cannot be used for the counseling and placement of students into a broad range of curricula as can the GATB.

There are several weaknesses of the GATB. First, the test does not have enough depth in mathematics for certain technical curricula. It is recommended that a short mathematics test be added to the testing program. Second, the norms currently available on the GATB were developed on the basis of job success rather than success in an educational setting. Therefore, area schools should not adopt scores which are recommended by employment services as minimums predicting occupational success and use these scores as if they predict success in area schools. No studies of predictive validity in Georgia's area vocational-technical schools have been conducted. When such studies are undertaken, the usefulness of the GATB will be enhanced.

As an alternative to conducting such studies with the GATB, new aptitude tests of a similar nature may be designed and validated on vocational-technical students. This approach is being followed in Georgia.

Student personnel specialists in Georgia realized that in order to counsel effectively they had to be reasonably sure that admissions criteria are valid predictors of a student's chance of success in a Georgia vocational-technical school. A study was designed to develop an efficient combination of a test battery, high school transcript, and biographical data which can be used to predict a potential student's success in the different programs being offered. The study will attempt to:

1. Validate a set of admissions criteria;
2. Develop a uniform way of using the results;
3. Assist both student personnel specialists and high school counselors in helping students;

4. Put into the hands of high school counselors a manual containing expectancy tables for various vocational-technical programs to assist them in counseling students who are interested in vocational education;

5. Develop a system for centralized and more efficient testing;

6. Free student personnel specialists from the mechanics of testing in order to enable them to do more counseling.

Third, the data obtained from the GATB are not adequate for placing students into basic education programs. If schools have remedial programs, achievement or diagnostic tests in reading and mathematics are recommended for all students for the purpose of placing them at the appropriate level in the remedial program. Because culturally deprived students usually possess greater potential than is apparent on standard aptitude tests, it is recommended that provisions be made for adjusting standards for these applicants after studies are conducted to determine what adjustments are needed.

In the case of handicapped students, situation tests may be the most accurate means of appraising the students' abilities to perform the manipulative functions required in a given curriculum. A situation test may be devised by having applicants perform operations which would be required of them in the occupational field.

Education Required

Technical courses - Applicants for admission to technical curricula including courses in drafting, dental assisting, medical office assisting, electronics, and others, should be high school graduates or possess a State Department of Education equivalency certificate. These applicants should have a background of experience in appropriate courses in mathematics, science, and English. To a certain extent, a lack of educational background can be overcome by summer remedial programs in area schools (Bottoms, 1967).

Trade, business, health, agriculture courses - Preference should be given first to high school graduates in all curricula. These curricula, however, should be open to all students who demonstrate sufficient aptitude based on current admissions criteria. In addition, the inadequacy of current admissions criteria should be kept in mind.

Personal Characteristics

There are many personal characteristics such as age, sex, student interests, motives, values, and family background that applicants should consider in selecting programs in vocational-technical schools. In addition, many of the occupational areas for which the vocational-technical schools offer training require that the person have the ability to get along with others. Setting admissions criteria for such factors is perhaps too difficult to be feasible. Applicants should, however, be assisted in understanding implications of their personal characteristics for their future goals.

In terms of age, applicants should not be too old to benefit from instruction. Currently, applicants must be 16 years of age before they can enroll. In certain fields, a person cannot take a licensing examination if he is past a certain age. Persons with legal and psychiatric disabilities must make satisfactory personal adjustments to society before enrollment in a program is completed. They must be screened individually, with all their personal and social characteristics being taken into consideration. Persons with a history of mental disorder must have a psychiatrist's approval before being enrolled.

The range of curricula offered by vocational-technical schools will require different traits, will consist of different functions, and will satisfy different types of needs. In order to make a reasoned choice of curriculum, students must be aware of these dimensions as they relate themselves to occupations and careers. Students can get assistance in learning about these dimensions by referring to *Estimates of Worker Trait Requirements for 4,000 Jobs as Defined in the Dictionary of Occupational Titles.* They can be assisted in clarifying their own values through counselors using instruments such as the *Work Value Inventory* being developed by Donald Super.

Physical Characteristics

Applicants must possess the physical strength and endurance required for employment in a given field. Furthermore, there are many fields in which it is difficult for people with disabilities such as epilepsy and color blindness to be employed.

Organized Admissions Procedures

Admissions programs should be organized so that immediate and positive service is focused upon applicants and potential applicants. Effective admissions programs depend upon systematic and organized procedures for processing applicants. These procedures begin with an initial request for information and are completed with a student's enrollment in a vocational-technical school. To develop such programs, schools must define their mode of responding to the majority of applicants. Schools must specify the steps to be taken by applicants who request enrollment, the means of responding to applicants at various points in the admissions process, and a means for filing and auditing applicants' records at different phases of the process. Failure to establish such admissions procedures may lessen the ability of schools to serve many students.

Secretaries and file clerks play a crucial role in admissions programs. Although student personnel specialists are given the job of developing systematic procedures for processing an application, secretarial staffs determine the operational effectiveness of the admissions procedures. Specific duties vary among schools. Secretaries are, however, generally responsible for (1) responding pleasantly and efficiently to telephone inquiries about admission to school; (2) responding promptly to mail inquiries; (3) maintaining files of applications and of supporting materials; (4) sending appropriate letters to applicants in order to schedule testing, to schedule interviews, or to urge student to complete the application process; (5) scoring tests; (6) compiling reports on applications in various stages of processing; and (7) carrying out other related duties.

However, not all students fit a preconceived admissions pattern. Some students have to be served individually. Failure to recognize this fact may lessen the ability of schools to serve these students. Furthermore, personnel specialists should not allow the mechanics of admissions procedures to overshadow the major objective of assisting applicants in evaluating their abilities, desires, motives and values, in relating them to the offerings of vocational-technical schools, and in making a choice of a program to pursue. These two cautions should be remembered as one considers the outlines below concerning the steps which applicants must take, materials collected from applicants, a recommended system of responding to applicants and a recommended system of filing and auditing Admission Materials.

Steps Applicants Take

1. File completed application;
2. File high school transcript;
3. File medical report where required;
4. File photo where required;
5. Take entrance test;
6. Have an interview;
7. When notified of acceptance, reply or decline in writing;
8. Report for registration as instructed.

Materials Collected From Applicants

1. Application;
2. Transcript;
3. Photo and medical report as required;
4. Report of interview;
5. Results of General Aptitude Test Battery;
6. Personal references;
7. Rank in graduating class by quartile;
8. Deposit on supply or registration fee.

Recommended System of Responding to Applicants

The system of responding to applicants should be so organized that every step, from initial contact with applicants to their eventual enrollment, is clearly defined. Effective admissions programs depends upon systematic procedures for each of the following steps of the process: initial contact; acknowledgement of receipt of application and notification of testing date; testing; follow-up of those applicants who did not report for testing; follow-up of those who do not submit supporting material; test interpretation and counseling; notification of those accepted; notification of those not accepted; notification of of registration; and additional contacts as needed with accepted students. The procedures below are recommended. Samples of form letters which have been used successfully in these procedures may be found in Appendix E.

Initial Contact - This contact may be by letter, phone, or personal visit, and the contact may be made by the prospective applicant or by someone else acting on behalf of the applicant. The prospective applicant should be furnished promptly the following information:

1. Appropriate form letter or, if this is not available, a dictated letter with specific information. This letter should be written as a personal letter, preferably with a tape-controlled typewriter;

2. General school brochure and specific course brochure;

3. Outline of admissions procedures stated briefly and concisely;

4. Application form;

5. Request for high school transcript, including a slip to be given to high school;

6. Fee or deposit request if the school requires one at this point in the admissions process.

Acknowledgement of Receipt of Application and Notification of Testing Dates - When an application is received, a letter of reply should be mailed on the same day. It should contain:

1. Statement confirming receipt of application;

2. Date and hour of entrance tests;

3. Indication of other requirements to be completed before the application can be processed;

4. Request for deposit if appropriate.

Testing - The activities to be conducted on the test date should include:

1. Welcome by director or other designated person;

2. Orientation to the purpose and use of test results;

3. Administration of entrance tests;

4. Confirmation of interview dates. The applicant should be permitted two or more dates from which to choose. The purpose of the interview will be to interpret the applicant's test scores in terms of courses offered in area schools;

5. Completion by applicant of a personal history questionnaire, if feasible. The applicant's folder may be used for the personal history questionnaire.

6. Guided tour of school plant for those applicants who desire this activity;

7. Interpretation of test results for those who live beyond commuting distance from the school. By identifying these persons before testing begins and by scoring their tests immediately after the test is taken, immediate test interpretation can be provided.

Follow-up to Those Applicants Who Do Not Report For Testing - The following information should be included in a letter to those who do not attend testing session as scheduled:

1. Statement of regret that applicant did not or could not report as scheduled;

2. Notification of new date scheduled for tests with request that applicant inform the school of his intention for a rescheduling within a given period of time;

3. Stamped, pre-addressed post card enclosed for applicant's response.

Follow-up of Those Who Do Not Submit Supporting Material - The following information should be included in a letter to those who fail to submit supporting material:

1. Requirements to be completed by the applicant for official acceptance;

2. Statement of regret that the applicant has not completed the admission requirements. This letter should have listed all the requirements for admission to the school, permitting use of a simple check mark (x) to indicate the requirement or requirements not completed by the applicant. The letter also should suggest an interview date.

Test Interpretation - Individual, Group or Written - This topic is treated below.

Notification of Acceptance - The following information should be included in a letter:

1. Congratulatory statement;

2. Date and hour of registration or indication that letter regarding registration will be sent later;

3. Indication of curriculum into which applicant has been accepted;

4. Medical report request. This report should not be completed more than 60 days prior to entrance into the school;

5. Amount of registration fee which will be needed; Mention details of fee if this is prorper time;

6. Cost of books to be purchased at registration;

7. Instructions to applicant to notify the school of change of address.

Notification Of Those Not Accepted - Special letters should be developed for students who fail to meet requirements for a certain curriculum. Applicants who are not accepted should be asked to come for an interview for the purpose of looking at possible education-occupation alternatives. Procedures for such cases are discussed in the section below on counseling.

Notification Of Registration - The following information concerning registration should be included in this letter: procedures; time; and costs. Other information on health insurance required, equipment and tools needed, and other related items may also be included.

Additional Contact as Needed - The student who has been accepted should be written to as often as is necessary or desirable, provided time and budget permit. The director of the school should write one or more letters to accepted applicants between the time of the student's acceptance and the actual entrance into the school program. This contact is maintained to keep new students informed of schools news. Such letters may reinforce a student; plan to enter school and may also lessen the number of students who are accepted into the school but who do not enroll.

Recommended Systems of Filing and Auditing Admissions Materials

Schools must know the status of all applicants in order that no prospective students be lost. Thus, schools should develop a system of filing and auditing admissions materials which insures that such records are, at all times, accurate, current, and immediately accessible. There are three recommended systems which area vocational-technical schools are using successfully for maintaining the admissions system in an organized way.

System I - In this first system, when an application is received, a file folder is developed for the application and all other pertinent material. This folder is stored alphabetically in the "unprocessed" file by curriculum (automobile mechanics together, business education together, and similarly for other curricula). At this time, a 3 x 5 card is prepared with the following information:

1. Applicant's name;

2. Address;

3. Curriculum applied for;

4. Date expected to enter;

5. Date application was received.

A check-list of admission requirements and of correspondence received from or sent to the applicant is either printed or rubber-stamped on the card. Because of limited space, check-lists preferably are placed on the back of the card. A larger card, however, could be used. These cards, color-coded with a different color for each month, are placed in a file or alphabetically in a roladex. The color represents the month the application was received. Thus a quick check can determine the number of applications received during any particular month. A glance at the reverse side of the cards reveals the stage of admission for each applicant.

As items pertaining to each application are received, they are checked from the card check-list and placed in the folder. The coordinator of student personnel services thereby has a record of each applicant as he completes those necessary requirements.

When all the necessary items are in the folder, it is then placed in the "accepted file." If the student applicant is rejected, his folder goes into a file for that purpose. The rejected student file is set up alphabetically by applicants' names. Students are informed of actions taken by letter.

System II - This system varies only slightly from the first one. The method involves the use of color-coded tabs on the folders, using a different color for each month. In this way auditing may be accomplished by checking the folders in the file. A checklist of admission requirements and correspondence received and sent is placed on the top corner of each folder. When review is done by checking the label colors, the status of the applicant is revealed. This system employes a simplified 3 x 5 card system in file or roladex, alphabetically by applicant's name. This is necessary for locating the applicant's folder when the course for which he is applying is not known.

System III - This system resembles System II except that the file folders are placed in the file alphabetically by name rather than by course. In order to determine the number of applicants received by course it is necessary to keep a running tally of each application as it is filed. An alphabetical 3 x 5 card system is used for making quicker checks on applicants.

Early Testing And Admissions Dates

From the fall of 1964 until the present, Georgia area vocational-technical schools have had a phenomenal growth. In 1964 approximately .06 percent of Georgia's high school students enrolled in the area vocational-technical school whereas in the fall of 1967 approximately 20 percent of the high school seniors enrolled. One of the major factors for this growth has been early administration of the admission test and acceptance of students. Most schools will start testing students in November for the next September enrollment. In most instances the applicant should not have to wait longer than four to six weeks to receive notification of his acceptance to the vocational-technical school. The establishment of early testing and admission dates produce several favorable results. These are: first, encouraging high school seniors to take specific steps toward enrollment in the vocational-technical school. Without such a procedure it is impossible for an individual to choose a vocational-technical school and to start to follow through with specific steps toward implementation of his decision. Vocational-technical schools that wait until the middle of summer or until the end of school to get concerned about students will lose many potential students. Second, placing emphasis on applicant's selection of vocational-technical school rather than settling for it. While some students are making plans for college, others are making plans for vocational-technical schools. Third, communicating to students that they have to be somebody to get into a vocational-technical school. When these students receive their letters of acceptance they are just as proud as those who receive letters of acceptance from college.

It is recommended that area vocational-technical schools develop test schedules for an entire year and make these available to the high school counselors they serve by October of each year. It is further recommended that at least two testing dates be scheduled statewide for the purpose of focusing on the vocational-technical schools as a system of education. Also, the State Supervisor of Vocational Guidance should publish for statewide distribution a limited list of test dates for each school along with general admissions procedures. Presenting such information on posters distributed to high schools is especially helpful to area schools. When a person has applied to one school, but can more conveniently be tested at another, the opportunity for this testing should be provided and test scores should then be forwarded to the appropriate school. This arrangement must be worked out by the appropriate officials in the admissions programs of the schools involved. Applicants should not have to wait longer than four weeks for results of their testing program.

Currently, area school officials are responsible for administering, scoring, and interpreting tests for all applicants. With increased enrollment, this task has become staggering. In an attempt to overcome the problem, Georgia student personnel specialists are working with the College Board and the Educational Testing Service in a study designed to validate a new aptitude test on Georgia area vocational-technical students. This test was designed specifically for schools of this nature. Plans will be developed to administer the test on a center basis very much like the College Board. It will be referred to as the "Tech Board Test." This test will offer several advantages. First, it will be validated in Georgia area vocational-technical schools. Second, it should enhance the prestige of the vocational-technical school. Third, it will relieve area vocational-technical school officials from scoring and administering entrance tests. Fourth, and of most importance, it will provide high school counselors with data to assist students in planning for entrance into vocational-technical schools. Because of current limitations placed on the use of the GATB scores, high school counselors are unable to assist students in making a specific choice in our schools. This testing procedure should enable these counselors to accept this responsibility.

Preadmission and Postadmission Counseling

Preadmission Counseling

Counseling of students by student personnel specialists is an important part of the admissions program, both before and after applicants are admitted. Its primary purpose is to insure that applicants make realistic choices of curricula.

Because many applicants lack knowledge of vocational-technical schools and of the program for which they offer training, and because many people have misconceptions regarding vocational-technical education, personnel specialists have the responsibility for assisting each applicant in knowing the basis upon which his education-occupation decision is being made. Personnel specialists can increase the chances of a realistic choice by expanding an applicant's knowledge of the world of work and his awareness of his abilities, values, motives, and interests.

More is expected of area school students than is expected of college students concerning vocational choice. Area students must make a vocational commitment at the beginning of school, but, in many cases, college students can wait until their junior year. Student personnel specialists engaged in preadmissions counseling must realize that not all recent high school graduates have firm enough interests to make commitment of this type. Counseling sessions should offer prospective students an opportunity to thoroughly explore the implications of the training which the school offers.

In order to accurately inform applicants about jobs, personnel specialists must possess verbal knowledge of all occupational areas in which their schools offer training. They must understand the nature and importance of different occupations and they must be able to explain to applicants the relationship of different jobs to the total economy. They must emphasize not only monetary rewards of various jobs, but also social and psychological rewards. For these purposes, school catalogs, slides, brochures, and occupational information directly related to the school are useful, as well as follow-up information on employment of former students. Follow-up data should include the name of individuals who employ large numbers of graduates. Information gained from follow-up studies is especially meaningful because it relates education to occupational information. Applicants can also be led to increase their knowledge by touring an area school and by interviewing current and former students and instructors.

Student personnel specialists must develop skills in orienting groups of students to the area school program, because many prospective students will visit the school in groups during the preadmission stage. Prospective students should be familiarized with specific information regarding educational opportunities available to them at the area school. Student personnel specialists should not underestimate the value of providing prospective students with facts about area schools, for most students visit the area school for exploratory experiences. For this reason, early contact with the area school should be meaningful regarding prospective students' vocational decisions.

Furthermore, entrance tests can be used to assist applicants in relating their abilities to opportunities offered in the vocational-technical schools.* Whether done by student personnel specialists or by high school counselors, several procedures are recommended for interpreting test results. Those include the following:

1. Group procedure;

2. Individual procedure;

3. Written procedure.

The group method is recommended when a group is relatively homogeneous in aptitudes and concerns, when members are applicants who need the support and encouragement of a group in order to ask questions, and when time can be provided afterwards for answering individual questions. The primary advantage of the group interpretation is that it conserves time. It also results in counselees receiving support from their peers in making realistic vocational decisions.

The individual method of test interpretation is recommended when applicants cannot be grouped homogeneously. Individual interpretation permits counselors to be highly personal in assisting applicants in relating interests and abilities to school curricula.

Written interpretation is better than no interpretation and is recommended when applicants cannot come for test interpretation sessions at the school or when an area school cannot employ sufficient staff to provide either group or individual test interpretation.

It is strongly recommended that entrance test data not be used in such a way that personnel specialists tell applicants what specific curricula they should take. Rather, these data should be used to assist applicants in relating their abilities to programs offered in vocational-technical schools. Test results should be interpreted to all applicants before enrollment in the vocational-technical school, especially to those applicants who appear to be making unrealistic choices. At the present time, each vocational-technical school requires that each applicant return to the school for interpreting of entrance test results. The primary procedure being used is a group procedure (shown in Appendix D). Many of the applicants request further individual counseling.

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*Specific procedures for test interpretation are discussed in chapter VIII on counseling.

In a study of student personnel services requested by vocational-technical students (Bottoms, 1966), ninety percent of the students perceived it essential that test scores be interpreted to incoming students. Personnel specialists should be alert to the fact that personal variables such as need satisfaction are just as important to the relating of a student's abilities to school offerings as are abilities in making a vocational choice.

Counseling often brings to light factors which radically affect a seemingly normal situation. Preadmission counseling should attempt to assist the applicant in understanding the following factors of his life as they relate to vocational-technical schools: the way he relates to others; his level of aspiration; his past work experience; his hobbies; his reading interests; his physical health (diabetes, epilepsy, hearing, vision, and other such factors); his emotional stability and health; and his degree of conformity to authority. During admissions, counselors should also assist each applicant in answering the following types of questions: Why do I want to attend this school? Why do I want to enroll in the curriculum I have selected? What do I plan to do after I leave school? These questions should challenge each applicant to think in depth about his education-occupation choices and should enable him to focus clearly, both upon his reasons for attending the school and upon his projected goals. Applicants who know why they selected to attend the vocational-technical schools will after make better students than students who do not determine these reasons.

Short-term students, as well as preparatory students, need counseling. Extension students need opportunities to discuss questions and as those mentioned above, to clarify career goals, and to plan series of extension courses which will help them to achieve their goals. Furthermore, extension students are usually employed and married. They are more likely to have personal problems which may interfere with their attainment of career objectives. Thus, they need opportunities for counseling before and after enrollment.

Postadmission Counseling

It is recommended that each area school develop procedures for assisting those students who have made mistaken choices to transfer to another curriculum. Such a procedure increases the flexibility of the school in serving the student and does not make the student a servant of the school. If an effective job is done in preadmissions counseling, the number of students desiring to change curricula will be limited. Area school officials, however, must recognize that a few of the students entering into the area school will still be in the exploratory stage of vocational development. Initially some of these students will enter curricula which they will recognize after a short period of time as being the wrong selection for them. The fact that 90 percent of the students enrolled in area schools are under 21 years of age means that they have had limited experience in the world of work, and the fact that many of today's youth have been alienated from the world of work means they lack appropriate knowledge upon which to base a choice and need assistance in re-examining themselves and possible alternatives available.

To insure that students who have made mistaken choices or who are not making successful progress in a curriculum are given an opportunity to examine other opportunities available in the school, the following procedures are recommended:

1. During the orientation program, (refer to chapter VII) students should be informed of procedures for transferring to another curriculum. During the orientation period students should be be made aware of the limited time during which curriculum changes can be made. (Time should be limited, usually to one month after school begins.) It is important for students to know procedures for changing from one curricula to another in order to lessen the chances of dropouts. In transferring to a related field, the student should be allowed to change up to one month after he has started in his first program choice. In transferring to unrelated curricula, the time limit may be as short as two weeks.

2. At the end of the first month, instructors should report unsatisfactory progress of students to personnel specialists. One school had grade reports sent to the office at the end of the first month in order to handle problems arising from

inappropriate program choices, dislike of curriculum, and other reasons. Also students can be called in to the personnel specialist office for interviews when unsatisfactory reports are received.

3. Personnel specialists review students' progress at the end of the first month and schedule interviews with those students not making satisfactory progress.

The exact duties of the personnel specialist in postadmissions counseling are as follows: (1) to review student progress during first month of school; (2) to counsel with failing students or those desiring transfers; (3) to assist students to transfer to other curricula; and (4) to check with all students leaving school--graduates or drop outs--in order to determine reasons and to offer a counseling opportunity.

The instructor's role in postadmissions counseling includes explaining methods of changing curricula to students desiring to make a change and to refer these students to the personnel specialist. At the end of the first month the instructor should also report to the personnel specialist on the students doing unsatisfactory work.

The exact duties of personnel specialist and instructors in preadmissions and postadmissions counseling are outlined briefly in Table 7.

A program of "saturation pre- and postadmission counseling," should serve as a preventive approach which can eliminate many problems which could develop at a later time.

Organized Registration Procedures

Registration is the orderly, efficient process of enrolling a student for a particular curriculum covering a certain period of time. The registration process should be as simple as possible, including all the functions necessary to complete the admissions program.

Space and Process

Physical space for registration should be clearly marked so that each enrollee knows each step to take in the registration process. One

TABLE 7

COUNSELING AS RELATED TO THE ADMISSIONS PROGRAM

	PURPOSE OF AND NEED FOR	WHO RECEIVES	PROCEDURE	ROLE OF PERSONNEL SPECIALIST	ROLE OF INSTRUCTOR
PREADMISSIONS	To aid students in examining those curricula at the area school open to them in terms of their abilities, interests, and desires.	All applicants	1. Introduce the prospective student to the school through tours, interviews, current studies, follow-up studies. 2. Counsel with prospective students regarding interests, aptitudes, educational achievement, and other factors related to choice of curriculum. 3. Counsel with prospective students regarding occupational information. 4. Work with high school counselors.	1. Vocational counseling: assist prospective students to relate interests and abilities to job opportunities. 2. Assist prospective students to explore offerings of school. 3. Develop skills in orienting groups of students to school by using occupational information, tours, follow-up studies, and other methods. 4. Provide facts about the school. 5. Develop and maintain positive system of communication with high school counselors. 6. Interpret test scores to those making unrealistic curriculum choices. 7. Provide for postadmissions counseling. 8. Define limits of the students choice of curricula.	1. Introduce prospective student to his particular curriculum, explain skills involved, and provide information on the occupational area to which the curriculum is related. 2. Assist in evaluating borderline students for his course.
POSTADMISSIONS	To provide student with chance to change to another program. Ninety percent of area school students are under 21, lack experience in the world of work, and often base curriculum choices on misinformation. To assist student in making a commitment to a decision.	Those students either failing or doing unsatisfactory work in the first grading period who wish to change curricula. Those who based initial curriculum choices upon misinformation and unfamiliarity with the world of work.	1. Explain curriculum changing procedures to students during orientation. 2. Inform those reviewed by Admissions Committee of choice limits set. 3. Counsel with those doing unsatisfactory work. 4. Assist those desiring to change curricula.	1. Counsel with students failing in first grading period to assist them to make necessary changes. 2. Inform those reviewed by Admissions Committee of choice limits set and help them examine alternatives if necessary. 3. Inform students, during orientation, of procedures for changing curricula. 4. Review student progress during first month. 5. Check with all students leaving school, graduates or dropouts.	1. Refer students who want to change curricula to personnel specialist. 2. Explain curriculum changing methods. 3. Refer students doing unsatisfactory work at end of month to personnel specialist.

process for registration is as follows: (1) Students enter a designated registration space where they are given a copy of the registration procedure to be followed; (2) Students report to the place where the instructor of the curriculum for which they have been accepted is seated. The instructor has a typed list of all applicants who have been accepted for his program. He checks the enrollee's name from his list and gives the enrollee a list of texts and materials to be used during the quarter. The student then goes to a designated place for payment of fees and purchase of books. Written instructions as to the date and hour classes will begin are given to the student when fees are paid.

Forms Used

Students entering office occupation curricula and some technical courses must have a registration form showing daily class schedules. These schedules should be pretyped and given to students by their instructors at the time of registration.

Other registration forms should be brief and contain needed information not obtained on other admissions program forms. One form which has been used successfully in a residential school is given in Appendix F. The Student Status Card may also be used. It is described in Chapter V.

A form letter, informing of the registration date and hour, the fees to be paid, and the cost of instructional materials should be sent to students prior to registration.

All applicants who have been accepted to a program should be given a copy of registration processes. It then becomes the duty of the students to see that all registration processes have been carried out.

Time of Registration

It is recommended that two days prior to admission be designated as registration days and that all accepted applicants be notified of these days.

The school administrator and the coordinator of student personnel services should adopt a policy concerning applicants who register late.

The fact that many prospective students do not apply to the area vocational-technical school until registration day makes it necessary for schools to set up procedures for handling these late applications.

In order to prevent losing these applicants, it is recommended that they be enrolled on a temporary basis and be given a week to take aptitude tests and to meet other program requirements. Some of these applicants will not meet entrance standards for the curriculum in which they have been temporarily enrolled. An immediate attempt can be made to discuss with them the curricula for which they qualify. Some will change course enrollment. Those who do not change should be put on a trial basis and given a specified period of time in which to demonstrate their ability to pursue the chosen curriculum.

Some Fees and Deposits

An explanation of the necessity for charging fees at the time of admission is required; area vocational-technical schools have been criticized for charging such fees. When an applicant submits a fee prior to his acceptance into a program, he indicates his seriousness of purpose. Expanding enrollments and resulting burdens of work imposed upon student personnel offices require that those who are not serious be discouraged from submitting applications which will serve no purpose. Furthermore, costs of providing such school facilities have recently increased demand that the greatest possible efficiency be maintained in the use of these facilities. These schools cannot afford wasted space resulting from applicants not enrolling.

The admission fee should be applicable to school costs such as books, supplies, and student medical services. If the fee is refundable to applicants who decide not to enroll, there should be a deadline date before which applicants must request a refund. Many schools require that a fee of $5 be deposited at the time the application is submitted as "good faith" money. Some schools require a large deposit, one which is about one half of the first quarter's supply fee. If fees are requested from applicants prior to enrollment, the request should be accompanied by a letter explaining the purpose of requesting the deposit, assuring the student of a place in school, and stating that the fee is a deposit on supplies, books, or other items. The letter should also explain whether or not the fee is refundable, and give the procedure to follow in requesting a refund. The letter should also state that those who are not able to pay the deposit should apply immediately for financial aid. Acceptance of any applicant for financial aid should be equivalent to the receipt of his deposit.

Personnel Assignments

All procedures concerning registration should be thoroughly explained in staff meetings in order to make the program operate smoothly. Each staff individual should know his duties and responsibilities as well as the overall procedure of registration.

The registration process must be flexible to meet local school conditions. However, the following general assignments are recommended: (1) One person should be designated to issue and to sell books and other supplies if books are sold at the school. (2) The coordinator of student personnel services should be free to handle problems that may arise such as students wanting to change curriculum. (3) Instructors should have a designated station to which incoming students may report. At this place they should be able to get a list of material which they will need and to notify instructors that they are registering. (4) Advanced students may be used to assist in directing enrollees through registration processes.

Class Size Control

In technical curricula and office occupations, each class size must be planned before actual class registration can take place. In trade curricula, class size should be controlled as students are accepted. Care should be taken in all classes to prevent overloading class size of instructors.

Time of Orientation

In most schools, the proper time for orientation is the first day of school. At this time, the students should be given a written copy of school policies. The policies concerning car parking, class hours, lunch periods, grading periods, care of building, and other matters that are of direct concern to the students should be explained thoroughly. It is advisable to have students tour the facility and learn of all curricula being offered at the school. Each instructor should explain thoroughly the policies concerning care of equipment and policies peculiar to their respective departments during this orientation period.

Evaluation

Each individual involved in registration should evaluate his own methods and, immediately following registration, the staff should evaluate the entire process. Recommendations should be made for improving the procedures for the next registration period.

Pretechnical (Remedial) Programs

It is recommended that area schools develop special pretechnical programs for those students desiring to enroll in curricula for which they do not have the appropriate educational background, but for which they have demonstrated sufficient aptitude.

Many students who apply to vocational-technical schools are denied enrollment to certain curricula, not because of lack of abilities, but because of inadequate educational background. Currently, most vocational-technical schools do not have pretechnical programs to assist such students in acquiring those academic skills needed for success in certain porgrams. Such pretechnical programs broaden the ability of these schools to serve more students. Personnel specialists need to use diagnostic tests in mathematics, reading, and science to determine which applicants need pretechnical work.

A pilot program was started in Georgia in June of 1967. Applicants who appeared to be academically weak were recommended for pre-technical classes by student personnel specialists. Fifteen instructors were employed in mathematics, science, and communications skills. These teachers, three each from five schools, planned and conducted a six-week pretechnical program. They also developed curriculum guides and course materials. Standardized tests were selected to evaluate the results of the pilot project, and the evaluation of the program indicates that it was successful, (Bottoms, 1967). Information on the program can be obtained by writing to the Associate Director for Leadership Services, Division of Vocational Education, Georgia State Department of Education, Atlanta.

FURTHER DEVELOPMENTS NEEDED

The questions below indicate further research and development needed in relation to admissions programs in area schools. Development in this area overlaps the Preadmissions Information and the Counseling Services. Some questions which have been asked by student personnel specialists (Raines, 1964, pp. 208-219), and for which adequate answers do not seem to be presently available, include the following:

1. What responsibility should the area school assume for working with those applicants who do not qualify for any preparatory programs offered by the school? What procedures are needed in working with these persons?

2. Is there a way to study, experimentally, whether greater effort in helping applicants develop firm vocational goals prior to matriculation improves their chances of success?

3. How could an empirical study be made of the factors which influence area vocational-technical school applicants to reject certain curricula which are appropriate to their ability level in favor of curricular choices beyond their capacity?

4. How are skill levels of applicants diagnosed prior to course placement? What improvements could be made?

5. How can nonintellective factors related to success in each type of curricula be determined? How can these factors be assessed in applicants?

6. What are career values for each area vocational-technical school curricula? How can these be assessed in an incoming student?

7. Is there a way of identifying the applicant who appears to be capable of succeeding in a given curricula, but who is actually a high-risk, probable dropout?

8. Are there special cases that need to be mentioned in recommended procedures (foreign students, handicapped students, or other students who cannot be handled routinely)?

SUMMARY

An effective admissions program should result in: (1) enrollment of students who understand the basis upon which their education-occupation decisions are made: (2) enrollment of students into courses for which they have the required ability and which they desire to enter; (3) utilization of the school and its facilities to the maximum for the individuals; (4) development of a higher retention rate; and (5) production of successful graduates. Organized admissions programs benefit not only students but also the labor market, and provide a necessary ingredient in successful school programs.

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Chapter V

STUDENT PERSONNEL RECORDS

In order to fulfill the objectives of quality education for youth, education must recognize the value and importance of adequate student records. The philosophy of a school is reflected in the quality of the records which it maintains. When education is student-centered, student data should be available for review and analysis. The method of development, maintenance and utilization of appropriate records indicates whether the school exists for the purpose of serving society, and youth in particular, or whether the students are expected to serve the needs of the school.

RATIONALE

Student personnel records assist school personnel in fulfilling the purposes of the school. In order to achieve a desirable level of instruction and of other school services, the school administrator must lead the entire school staff to accept responsibility for student personnel records. When the administration exhibits unconcern in developing and maintaining student records, staff members often become indifferent, and the total effectiveness of the educational process is reduced. Unless the school administrator provides direction and leadership for the total educational effort, including the student records system, the level of instruction and the quality of ancillary services is frequently lowered.

Student personnel specialists are particularly concerned about the importance and value of records in helping young persons to make decisions concerning their future education and vocation. Students' records can be used by the professional staff to assist students to relate their attributes and accomplishments to different alternatives from which they may choose. A school record system should be so designed that it enhances the personnel worker's abilities to assist students to make decisions regarding curriculum choices, school adjustment, and planning and implementing his next step.

Instructional programs can benefit from a well-developed personnel records system. The most basic assistance which such records give instructors is providing data on incoming students. Instructors can plan and teach more effectively if they are acquainted with the general educational background, work experience, and interests of new students.

Student records play a vital role in both evaluation and administrative decision-making. Administrative decisions affect the quality of instruction and the quality of student personnel services. Within local systems and state-wide, however, these decisions depend upon accurate information about steps the school has taken regarding students. In order to maintain the highest quality of education for the student, it is essential that accurate information be provided to those who make decisions. In order to have such information, it is necessary that student record systems be established which will provide the data required. Records in the various area vocational-technical schools must therefore have some consistency. An important aspect of area school evaluation is determining what new instructional programs should be initiated and what existing programs should be discontinued. In order to justify continuation of existing programs, evidence is needed showing that graduates are being employed in jobs appropriate to their training. Follow-up records provide this information. Enrollment figures give an indication of student interest both through initial enrollment data and through retention rates. Records of student interest and of on-the-job success provide support for the continuation of existing programs.

Effective student records systems also call attention to modifications needed in existing programs. The need for instituting a new program may first appear when applications are received for admission to programs not currently offered in the vocational-technical school. During follow-up procedures, graduates may recommend changes or employers may rate alumni as being inadequately prepared in certain areas. Needed adjustments may also be discovered when profiles of student characteristics are compared with retention rates.

After students leave school, records remain important. Information is needed on alumni in order to evaluate the school by student progress in the world of work and to inform prospective students and the general public concerning what happens to graduates. Prospective students, acquainted with situations former students have encountered, are in the best possible position to evaluate what likely will happen to them as a result of enrolling in the area vocational-technical school. Such information enables prospective students to more wisely choose a curriculum. The same information can win the support of the general public for the vocational-technical school. If graduates are not performing as anticipated by the school staff, efforts can be instituted to improve student personnel and instructional programs in order to insure that the school graduates only persons who can succeed in their chosen field.

Records also furnish government agencies data on graduates which is not easily obtainable otherwise. Furthermore, most states have laws which require institutions to keep an accurate record of attendance, grades earned, ages of students, and various other types of similar information. The school has a legal responsibility to provide evidence of attendance and achievement. There is a need, then, for certain basic record-keeping for administrative purposes.

A concern for the quality of education afforded by the vocational-technical school should provide the necessary impetus for developing, maintaining, and using student personnel records. A lack of adequate student records reduces the total effectiveness of the educational process.

OBJECTIVES

Although several authors (Hollis, 1965; Strang, 1949; Traxler, 1957) have proposed extended lists of purposes for student personnel records systems, the eight purposes or objectives listed below demonstrate fully the need for maintaining an adequate student personnel records system before, during, and after students enroll. These objectives do not exist in isolation but are highly interrelated. For example, data for analysis of student achievement and data for research and evaluation should be closely associated with program planning and instruction.

Objectives Before Enrollment

To assist prospective students in understanding their strengths and weaknesses in order to select a program of study realistically;

To provide staff members with pertinent information on enrolling students so that appropriate instructional programs can be planned for entering students.

Objectives During Enrollment

To provide data for analysis of student achievement;

To provide student personnel specialists with data of a continuous and related nature which should aid them in developing adequate guidance and counseling programs;

To provide data for research and evaluation directed toward improving the vocational-technical education program.

Objectives After Enrollment

To provide prospective students and the general public with summaries of alumni in the world of work;

To provide data for evaluating student personnel services and instructional programs;

To provide evidence of student achievement to potential employers or to other educational institutions.

GENERAL RECOMMENDATIONS

Balancing Security and Availability

Students' interests must be protected, yet needed records must be made available. Certain records are confidential, and the only way to insure this confidentiality is to limit their accessibility. Students have a right to access to information about themselves, particularly information which might bear upon a vocational decision. However, provisions must be made for adequate assistance to the student in understanding and interpreting the record, otherwise, the student may easily misinterpret the information and may be hindered in making appropriate decisions. The counselor is better prepared than other members of the school staff to assist students in facing facts realistically, even when the information is difficult to accept.

Provision should be made for providing faculty members with access to student records, including the counseling folder. This may necessitate placing highly confidential information in a sealed envelope which may be opened only by a student personnel specialist. Should more information be needed by a faculty member than is given in the records available to him, the office staff should refer the faculty member to the coordinator of student personnel services.

Determining Content

Each school should develop definite policies for using records, and should explain these policies to both faculty and students. One major area for policy decisions concerns determining what information should be collected and retained. There is general agreement that a school should collect and maintain such information as will be used, but, in practice, much information which is never used is kept. Use of records should be constantly analyzed to determine needed revisions of records content.

The committee which developed the forms and records described in this chapter endeavored to provide sufficient data for area schools, yet to keep the amount of data collected to a minimum.

Standardizing State-wide

Standardization of content and of records design among all area vocational-technical school in a given state is desirable. It should be noted that there is some information which is so intimately connected to local usage and maintenance procedures as to render state-wide standardization impractical. A degree of state-wide uniformity of records should contribute to the following:

1. Providing employers and other educational institutions with transcripts of student permanent records which are easy to interpret--a factor which will become increasingly vital as area vocational-technical schools become an established part of the educational structure;

2. Expediting transfer of students from one school to another--an occurrence which should be anticipated in America's mobile society;

3. Facilitating state-wide research on student characteristics, which leads to improving the educational experiences offered to students.

Maintaining Records

Staffing

Student personnel specialists and other administrators must be supplied with adequate secretarial help. Otherwise, men and women with undergraduate and graduate degrees will be forced to do typing and filing and will thus devote less of their time to students.

As records systems are put into operation, attention must be given to identifying the specific jobs required to insure flow and usage. The chart (Table 10) listing responsibilities in relation to the Permanent Record Form is an attempt in that direction. Once this task is accomplished, ways can be suggested for determining what is proper staffing by clerical, supervisory clerical, and professional personnel.

Using Data Processing

Data processing is usually not practical for a small institution unless such a program is offered by the institution. However, some small schools may be able to use commercial data processing services which serve a number of businesses in a community.

An automatic typewriter can be a valuable asset to a student personnel office. Some models type as fast as 185 words per minute. Form letters concerning acknowledgement of applications, notification of testing dates, acceptance to school, and other matters can be prepared and coded onto a tape. Spaces can be left for filling in individual information. Individual letters can thus be prepared quickly, rather than sending unattractive, impersonal, mimeographed form letters to prospective students.

RECORDS OF GENERAL INTEREST

The records system which is now presented reflects the needs of vocational educators in Georgia. No attempt has been made to develop a records system which is generally applicable to schools in states other than Georgia. The general concepts, however, may have merit for many area vocational-technical schools throughout the United States.

The most basic student record in a vocational-technical school is the Permanent Record. In the student records system presented in the following pages, all forms complement the Permanent Record and provide for transfer of pertinent data to it.

Attempting to describe in detail all of the records used in Georgia would not be helpful, because records systems will vary considerably from one place to another depending upon the size of the school, the amount of growth taking place in the institution, budgets available for printing of forms, the staff which is available to maintain records, requirements of agencies to which reports are made, and other such factors. Eight types of records which may be of general interest are the following: (1) The Counseling Folder, (2) The Permanent Record, (3) The Application for Admission, (4) Grade Reports, (5) Reports to High Schools, (6) Reports to Area School Instructors, (7) Enrollment Reports, and (8) Student Status Card.

The Counseling Folder

The Counseling Folder is merely a manila file folder. It is a working folder used from the time a person applies to the school until he leaves. It is used for all student personnel services and contains copies of all documents which a school has gathered on a student. The folder may include the Application for Admissions, health reports, references, a high school transcript, aptitude test results, grade reports, and other such documents.

Counseling Folders are usually retained for three to five years after students leave, and are then destroyed. After that time the only data which the school retains on former students is on the Permanent Record.

The Permanent Record

The heart of the records system is the Permanent Record. The Permanent Record used by most area schools in Georgia has been designed so that a photocopy will serve as a transcript. When students leave the school and apply for a job, employers who are not familiar with the school may request transcripts and curriculum outlines. Providing an accurate, attractive transcript upon request speaks well of the school to employers, and as alumni move from one state to another in greater numbers in the future, the importance of transcripts to employers will increase. Students entering other educational institutions must also provide transcripts. Some armed services give advanced ratings to graduates of certain curricula upon the submission of a record of their school achievement. Furnishing transcripts is a vital function of records systems in area schools.

Description of Permanent Record for Preparatory Students

Table 8 shows the front of a Permanent Record used for preparatory students. Lines on the form fit the spacing of a typewriter. Only the front side is sent as a transcript. Items of use to the school only, and items on a somewhat confidental nature, appear on the back. These items are not used for students in short-term classes.

The Permanent Record is constructed to enable vocational-technical school personnel specialists to conduct studies on the relationship between characteristics of students at the time of enrollment and their later success, and to compare student success in the vocational-technical school with on-the-job success.

Items on the front of the Permanent Record identify the student and record his academic achievement. The items used as identifying data are the following:

1. Name and address of school;

2. Full name of student and student number -- changes resulting from marriage or other legal and recognized causes should be shown by lining-out the original name and writing the new one above it; a student number is desirable in all schools and a necessity for schools using data processing;

3. Age and birthday -- birthdate should be complete: day, month, and year; age is given as of entrance into the school;

4. Sex;

5. Marital status;

Table 8

STUDENT NUMBER

PERMANENT RECORD
GRIFFIN-SPALDING COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL
GRIFFIN, GEORGIA

NAME AGE BIRTHDAY SEX: MALE ☐ FEMALE ☐ MARTIAL STATUS: SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPARATED ☐ WIDOWED ☐
ADDRESS-LOCAL PHONE ADDRESS-HOME PHONE
PARENT-GUARDIAN ADDRESS
SPOUSE OCCUPATION
SOCIAL SECURITY NO. HIGH SCHOOL DATE GRAD. DATE TERM.
"C" NUMBER ADDRESS
DATE ENTERED WITHDREW PROGRAM COLLEGE
DATE GRADUATED REENTERED GRADUATED-WITHDREW

GRADE
LEGEND

6. Address (local) and phone;

7. Address (home) and phone;

8. Parent/ guardian;

9. Address of parent/guardian;

10. Spouse;

11. Occupation of spouse;

12. Social security number;

13. Veterans Administration claim ("C") number;

14. High school, address, and date graduated or terminated;

15. College and date graduated or withdrew;

The items used to record academic achievement are the following:

1. Dates of entrance, withdrawal, reentry, and graduation;

2. Program in which enrolled;

3. Courses taken and grades, by quarter--space is given for grades through eight quarters to handle on one card the majority of students who use more than the normal three to six quarters to finish.

Table 9 shows the back of the Permanent Record. Items on the back are for use by the school and give necessary data for improving its program. These items can be related to the information on the front of the card to study relationships among age, sex, prior employment, aptitudes, school achievement, and progress after leaving the vocational-technical school. These items appear on the back of the Permanent Record:

1. Student name and number--these two items are needed for convenience when entering data on this side of the form;

2. Future plans (immediate and long range);

Table 9

Back of Permanent Record

NAME

STUDENT NO.

STANDARDIZED TESTS

DATE	TEST	AREA	NORM	SS	%TILE

FORM	G	V	N	S	P	Q	K	F	M
DATE									

FUTURE PLANS (IMMEDIATE AND LONG RANGE)

PLACEMENT

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

SPECIAL INTERESTS, ABILITIES, ATTITUDES, LICENSE

LICENSE

EMPLOYMENT RECORD (MOST RECENT FIRST)

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

FIRM

ADDRESS

DATES DUTIES

MILITARY SERVICE

BRANCH

RANK

SPECIALTY

HEALTH RECORD

REMARKS AND INSTRUCTOR EVALUATION

3. Placement--this section, along with "Future plans," will enable the school to determine whether or not its graduates are able to plan ahead realistically;

4. Standardized tests;

5. Special interests, abilities, attitudes, licenses;

6. Remarks and instructor evaluation;

7. Military service--military service often has a direct bearing upon the person's employment potential;

8. Health record--the health record section should contain only information that would be of significance to employers or instructors; this section, military service, and former employment are pertinent for vocational-technical school alumni.

Initiation and Maintenance

Procedures for initiating and maintaining the Permanent Record are outlined in Table 10.

Four items are not included in the chart: location of permanent records; use of "out" cards; ultimate responsibility; and methods for making entries. Permanent records should be kept in a locked, fireproof cabinet located in the personnel services suite, assuming that space exists and that this office will be using the records to a greater extent than will the administrative office. Space should also be provided where both staff and students may study a record without interruption.

Incoming students should have a permanent record form on file within a period of no more than fifteen days after the beginning of the school term. After students leave school, all Permanent Records should be filed together and retained permanently. All other records on students should be destroyed after three to five years.

Since Permanent Records may be used by numerous people, an "out card" should be inserted in the file when a record is removed from the immediate vicinity of the file for more than a few minutes. The "out card" should contain the name of the student whose record is out, as

Table 10

Permanent Record Responsibilities

Data	Orgin (Form & Title)	Transferral Method (Person & Technique)	Transferral Time	Use
Identifying	Application form, from student to personnel office	Personnel worker's secretary: Type from application	During student's first fifteen days in school	(1) Identification (2) Counseling (3) Administration
Employment Record Military Record Health Record	Application form, from student to personnel office	Personnel worker's secretary: Type from application	During student's first fifteen days in school	(1) Identification (2) Counseling (3) Administration (4) Instruction
Grades	Grade report, from instructor to (1) data processing (2) personnel office	Personnel worker's secretary: (1) Attach labels from data processing (2) Record from instructors' grade reports	End of each grading period	(1) Counseling (2) Evaluation of students' progress (3) Reporting to high school (4) Further research and evaluation on effectiveness of admissions criteria, counseling, placement, research, instruction
Standardized tests	GATB record card and other test record cards	Personnel worker's secretary: Type from test record cards	(1) For tests given prior to admissions, during first month the student is enrolled (2) For tests administered after enrollment, Immediately	(1) Counseling (2) Further research and evaluation on effectiveness of admissions criteria, counseling placement, research, instruction

(Continued on next page)

Table 10 (Continued)

Permanent Record Responsibilities

Data	Orgin (Form & Title)	Transferral Method (Person & Technique)	Transferral Time	Use
Future plans	(1) Student status card (2) Separation interview form	(1) Student personnel secretary (under supervision of student personnel worker): Type data from student status card after separation interview. Date entry. (or) (2) Student personnel worker Use Permanent Record Form at time of withdrawal or separation and record data at that time. Write in, in ink and date entry.	Prior to or at time of separation	(1) Post school planning (2) Counseling (3) Future research
Special interests	(1) High school record (2) Instructor (3) Student personnel worker (4) Student (5) Administrator	Local option	Local option	(1) Placement (2) Instruction (3) Counseling (4) Administration (5) Extracurricular school service
Placement	(1) Student follow-up (2) Employer follow-up	Student personnel worker's secretary: Records from (1) Job Placement Registration Form or from an exit interview form according to local procedures and (2) Follow-up Forms	(1) Termination (2) After follow-ups one and five years later	(1) Research (2) Evaluation (a) Instruction (b) Student personnel services (3) Administration Justifying programs) (4) Public relations
Instructors' evaluation	Instructor Evaluation Form	Local option	Local option	(1) Counseling (2) Instruction

well as the date, time, and person using the record. When the record is returned it should be given to the secretary who enters on the "out card" the date, the time, and her initials. This procedure will reduce loss and misfiling.

This form has been developed for record keeping either by data processing or by manual procedures. A central office staff can maintain the card, or it can be completed by the individual instructor. It is the role of the personnel specialist to insure that the Permanent Record Form is completed, but it should not become his job to physically maintain it.

All information on a Permanent Record should be typed or printed in ink (not ballpoint) except "Program" and "Special Interests." These two items should be printed in pencil. Each specific item is discussed in the chart which indicates the procedures for recording and using data.

Description of Permanent Records for Short-term Students

Permanent Records for short-term students present a problem because there are so many of these students and because some of them are in school for only a few hours.

Initiation and Maintenance

One possible procedure for initiating and maintaining a Permanent Record for students in short-term courses is as follows:

1. On the Permanent Record, above the grade legend, place boxes in which the student's category at the time of last attendance may be indicated in pencil. (See Table 11)

2. Categorize each student as one of the following:

    a. Day, on campus, preparatory;

    b. Night, on campus;
        (1) Preparatory;
        (2) Short term;

    c. Off campus (all short term).

Table 11

BLOCK FOR INDICATING
STUDENT ENROLLMENT CATEGORY

TYPE PROGRAM IN WHICH ENROLLED		
Preparatory	Day	Night
Short term, on-campus		
Short term, off-campus		

3. For students in short term courses, use only the front side of the Permanent Record form. Using only the front side of the form permits schools to use the same form for all students, avoids confusion, simplifies record keeping, and provides a thorough record for short-term students.

4. In order to obtain identifying data needed on students in short-term courses, use one of the following methods:

   a. Have students fill out the same application form which is used for preparatory students.

   b. Have students fill out a form identical to the front side of the Permanent Record; this procedure permits the person conducting registration to explain to the students the type of permanent record which will be maintained and which may be furnished to future employers. The procedure also makes it simply for secretaries or instructors to initiate a Permanent Record for short-term students, because the data to be entered on the Permanent Record will be transferred from a corresponding work copy.

5. Initiate Permanent Records when a course begins. The Permanent Record may be opened in one of three ways:

   a. Secretaries assigned to the coordinator of Student Personnel Services may type records for all students who are enrolled in any type of course at the school; records may be all filed together in a fire-proof place;

   b. Secretaries assigned to the Coordinator of Industrial Training may initiate Permanent Records on short-term students while secretaries assigned to the Coordinator of Student Personnel Services initiate records for preparatory students. If this system is used, records should still be filed together;

   c. Instructors may initiate Permanent Records by either typing them or writing in longhand; again, records should be kept together in a fire-proof place.

   NOTE: Various combinations of the above three methods may be devised.

6. At the termination of the student's course of study, enter the following information on the Permanent Record:

   a. Date course began;

   b. Date student completed course or withdrew; if student withdrew, the reason for withdrawal should be entered under the grade he received; reasons for withdrawal may be printed on small gummed labels and attached to the record form to standardize them;

   c. Grade student received.

   NOTE: For students in preparatory programs, grades should be entered at the end of each quarter and the transcript should reflect the sequence of classes which comprised the course of study. For students in short term courses, grades should be entered at the completion of each course.

7. Set up a filing system for all Permanent Records to permit the finding of any student record by name. The exact method used by the school to file Permanent Records is not important so long as any given student's record can be located within a few minutes time when only the name is known.

Application for Admission

Identifying data can be entered on the Permanent Record from the Application for Admission, if the Application for Admission has been designed to correlate with the Permanent Record.

Information requested on the Application for Admission depends upon admissions requirements. The list of high school subjects on the application forms used in most area vocational-technical schools in Georgia, for example, is related to the list of recommended courses presented in the chapter on the Admissions Service. A typical Application for Admission is the one used at Atlanta Area Technical School and shown in Table 12.

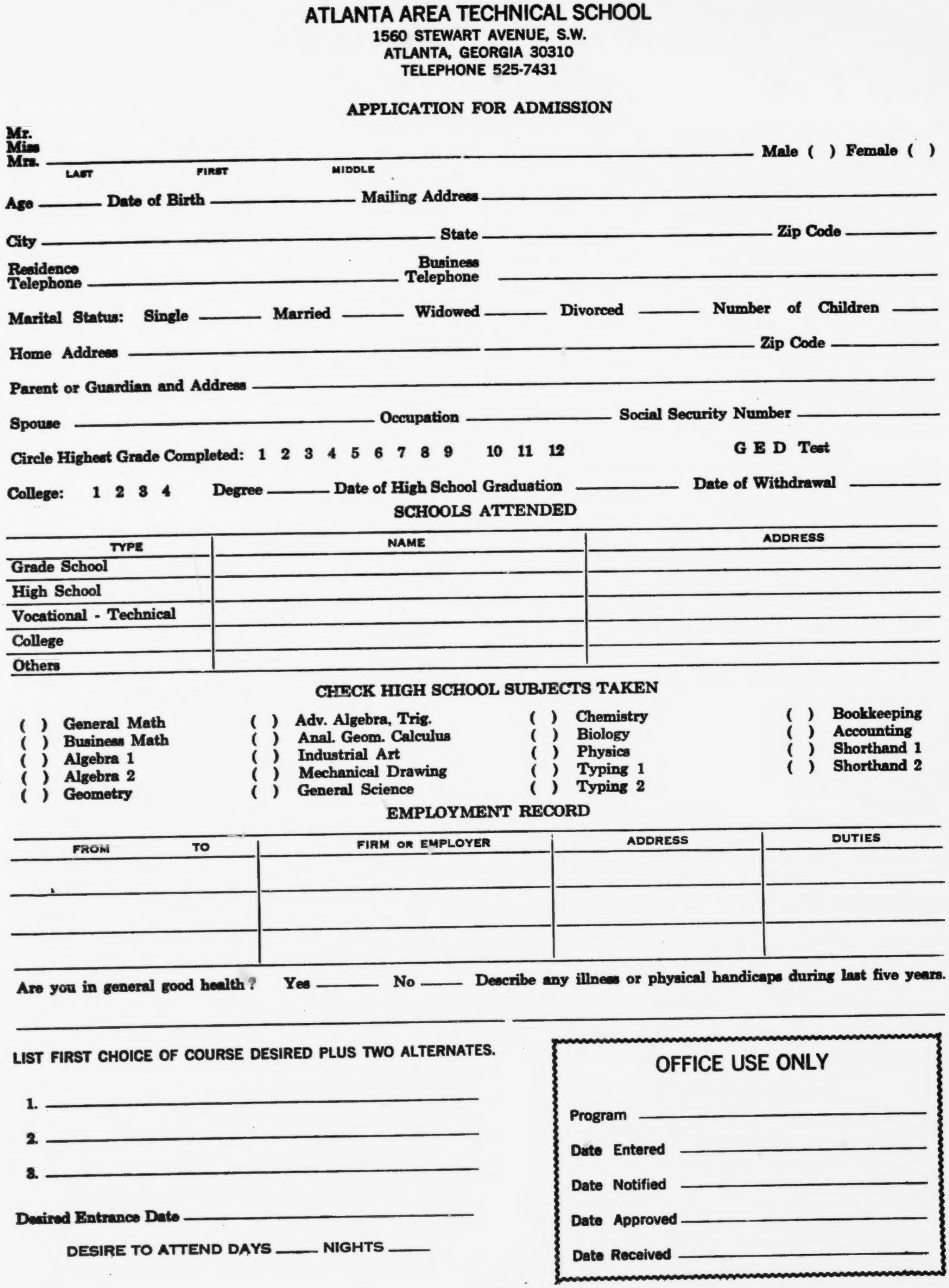
The Application for Admission is important for several reasons. It is a reminder to the school that an applicant needs testing and interviewing. It provides information which is used for preliminary screening according to criteria such as age requirements. It can also be used to trace those persons who indicate an interest in the school but who do not subsequently enroll.

Grade Report

The lack of a suitable grade report form in many vocational-technical schools represents a great shortcoming in their program. A few schools have adequate grade report forms, but many others have an inappropriate grade reporting system. Some schools have no method at all for reporting student progress and achievement.

When students, parents, industry, and the public see one of the mimeographed sheets currently used for report cards in some schools--or the lack of even that in others--an image of "second class education" is projected instead. Furthermore, it is difficult for young persons to have pride in a school which presents them a scrawled "A" or "B" on a mimeographed sheet.

Table 12



ATLANTA AREA TECHNICAL SCHOOL

1560 STEWART AVENUE, S.W.
ATLANTA, GEORGIA 30310
TELEPHONE 525-7431

APPLICATION FOR ADMISSION

Mr.
Miss
Mrs. ________________ LAST FIRST MIDDLE ________________ Male ☐ Female ☐

Age ____ Date of Birth ________ Mailing Address ________________

City ________________ State ________________ Zip Code ______

Residence Telephone ________________ Business Telephone ________________

Marital Status: Single ____ Married ____ Widowed ____ Divorced ____ Number of Children ____

Home Address ________________ Zip Code ______

Parent or Guardian and Address ________________

Spouse ________________ Occupation ________ Social Security Number ________

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 G E D Test

College: 1 2 3 4 Degree ______ Date of High School Graduation ______ Date of Withdrawal ______

SCHOOLS ATTENDED

TYPE	NAME	ADDRESS
Grade School		
High School		
Vocational - Technical		
College		
Others		

CHECK HIGH SCHOOL SUBJECTS TAKEN

- ☐ General Math
- ☐ Business Math
- ☐ Algebra 1
- ☐ Algebra 2
- ☐ Geometry
- ☐ Adv. Algebra, Trig.
- ☐ Anal. Geom. Calculus
- ☐ Industrial Art
- ☐ Mechanical Drawing
- ☐ General Science
- ☐ Chemistry
- ☐ Biology
- ☐ Physics
- ☐ Typing 1
- ☐ Typing 2
- ☐ Bookkeeping
- ☐ Accounting
- ☐ Shorthand 1
- ☐ Shorthand 2

EMPLOYMENT RECORD

FROM	TO	FIRM OR EMPLOYER	ADDRESS	DUTIES

Are you in general good health? Yes ______ No ____ Describe any illness or physical handicaps during last five years.

____

LIST FIRST CHOICE OF COURSE DESIRED PLUS TWO ALTERNATES.

1. ________________
2. ________________
3. ________________

Desired Entrance Date ________________

DESIRE TO ATTEND DAYS ____ NIGHTS ____

OFFICE USE ONLY

Program ________________
Date Entered ________________
Date Notified ________________
Date Approved ________________
Date Received ________________

Much has been written regarding the need for a new image of vocational-technical education. Such a new image needs to be communicated through every possible avenue, including school records, in order to attract students and to make maximum use of the new facilities. The cost of attractive records is insignificant when compared with the millions spent in buildings, equipment, and facilities; yet, a poor quality Permanent Record or Grade Report can label a school with even the best facilities as "second class."

Serious consideration should be given to adopting a state-wide grade report form similar to the one used by DeKalb Technical School of Clarkston, Georgia. This form is sophisticated enough to permit preparation through the use of data processing equipment, but it also may be prepared with a typewriter. It is shown in Table 13.

Two principal changes need to be made in the DeKalb Form to make it compatible with the Permanent Record described above: (1) A gummed label which may be pulled off and then affixed to the permanent record form should be added to it. This addition will save a great deal of time in the maintenance of permanent records, and such a form can be printed. (2) The grading system should be described in words only, with each school, or each department in a school, determining what actual numbers to assign to the letter grades.

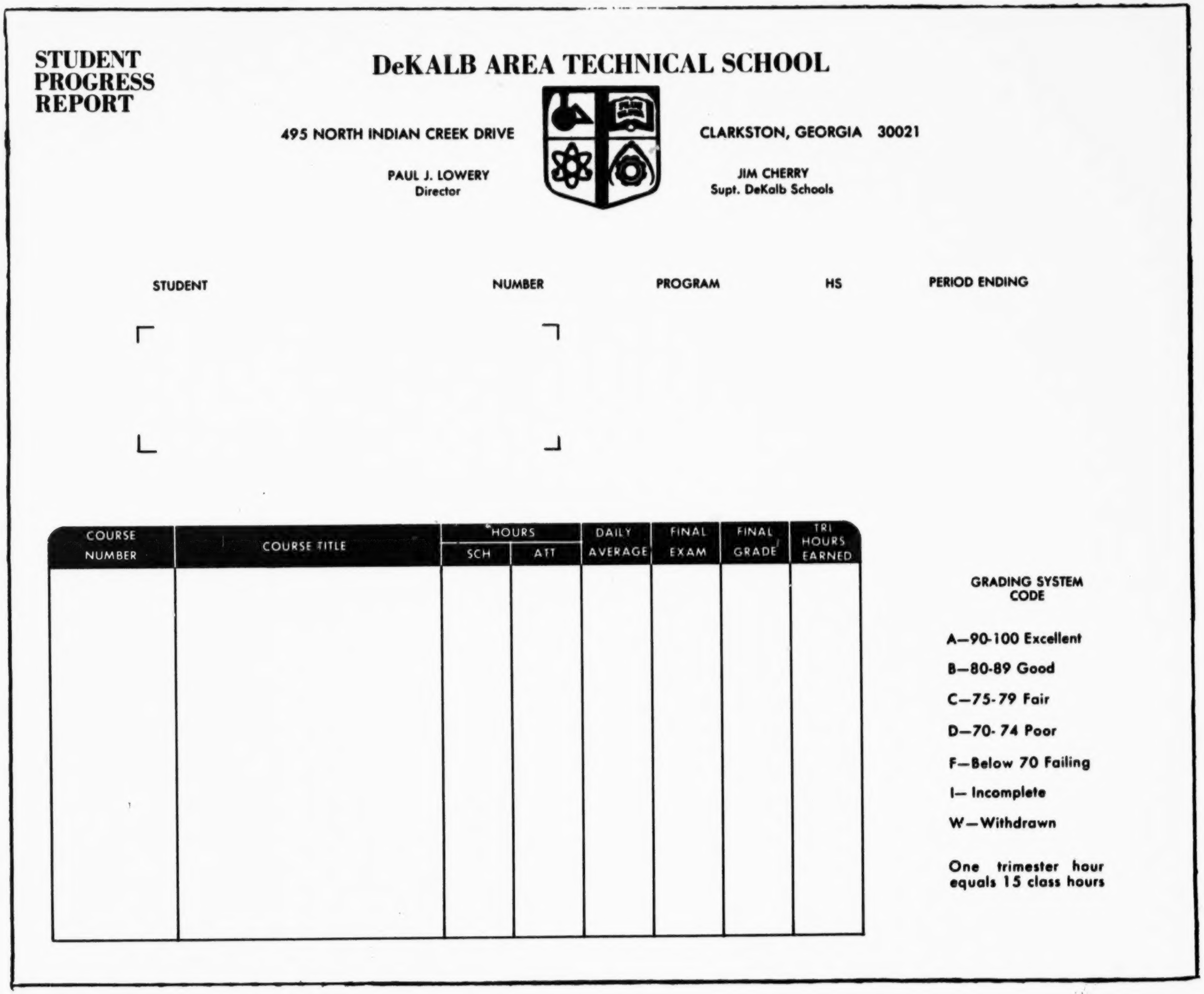
The Grade Report should be in five copies: (1) the gummed label for permanent records, (2) student copy, (3) parent copy, (4) former school copy, and (5) office copy. The office copies may be retained in the students' counseling folders to provide a duplicate record in case the Permanent Record is lost or destroyed.

Some schools may wish to leave blank some columns provided on the grade report form and not report the information called for in those columns.

To cut down on the printing expense involved, one area vocational-technical school can print the grade report forms on continuous rolls, changing only the heading for the various schools.

There are several reasons for seriously considering a grade report form which is standardized statewide: (1) Cost--by using the same form throughout a state, the cost-per-form will be greatly reduced. (2) Mobility of students--many students transfer from one school to another. The move is made less complicated when similar records

Table 13



STUDENT PROGRESS REPORT

DeKALB AREA TECHNICAL SCHOOL

495 NORTH INDIAN CREEK DRIVE

CLARKSTON, GEORGIA 30021

PAUL J. LOWERY
Director

JIM CHERRY
Supt. DeKalb Schools

STUDENT	NUMBER	PROGRAM	HS	PERIOD ENDING

COURSE NUMBER	COURSE TITLE	HOURS		DAILY AVERAGE	FINAL EXAM	FINAL GRADE	TRI HOURS EARNED
		SCH	ATT				

GRADING SYSTEM CODE

A—90-100 Excellent
B—80-89 Good
C—75-79 Fair
D—70-74 Poor
F—Below 70 Failing
I— Incomplete
W—Withdrawn

One trimester hour equals 15 class hours are used. (3) Mobility of graduate -- large industries likely will be employing graduates of a given curriculum from different schools. Appropriate industry evaluation of the achievements of the several graduates can be enhanced by standardization of permanent records, grade report forms and, to some degree, of curriculum content. Total standardization of curriculum content is not needed, but present widespread differences in curriculum content and length, in some states, pose problems for those who must interpret transcripts. Adopting such a form may raise problems in regard to deciding appropriate titles and lengths for the various courses within each curriculum. However, the desirable results to be derived from an adequate Grade Report and Permanent Record more than offset these difficulties.

Reports to High Schools

The easiest way of letting high schools know what their former students are doing is to send a copy of a grade report after securing the permission of students involved.

Possibly, no better way exists for a school to communicate that its vocational-technical education program has academic standards, and that its students can meet with success in the vocational-technical school setting if they choose a curriculum appropriate to their high school preparation.

Reporting grades to high schools lets the counselors, principals, and teachers see just how well they are preparing their students for the vocational-technical programs, and enables them to see how valid the choice of program within the school was for a student. This knowledge may lead to curriculum improvements in the high school and to increased emphasis on vocational counseling in the high school. Table 14 presents ways in which certain information may be provided to high school officials.

Reports to Area School Instructors

It is important for student personnel specialists to establish good communications with area school instructors. Before students are enrolled, instructors will likely ask the following questions:

1. What are the names, addresses, and telephone numbers of those applicants who have been accepted?

2. What is the educational background of each?

3. What is their work experience?

4. Do any have physical handicaps or other characteristics which may require special class arrangements?

The information enables instructors to gain some idea of the educational background of the new class so that they can plan an instructional program accordingly. It also helps thm to be aware of any physical handicaps that are not easily noticeable and to make necessary arrangements to cope with them.

The information should be transmitted from the office of the student personnel specialist. When the school has a policy of early acceptance, information may be passed on to the instructor during the last month of the school year before the students enroll. Information on students accepted after that time may be sent as received or a registration.

The Application Form usually contains the information instructors want. A photocopy sent to them is the easiest method for supplying the information. As students are enrolled, instructors usually appreciate general information on any problems which are brought to the counselor, and they may be interested in favorable or unfavorable reactions to their curriculum.

Instructors can assist students in gaining the maximum from the insteuctional program when they are aware of problems which would or could affect the performance of the students. In addition, many improvements in courses have been made as a result of suggestions and constructive criticism by students.

Occasionally, student reactions may be discussed in group guidance sessions led either by instructors or by student personnel specialists. Information may also be gained from counseling interviews and pupil questionnaires. No particular form is recommended for gathering this information. However, if the information comes from a counseling interview, care should be taken to make sure the information

Table 14

INFORMING HIGH SCHOOL OFFICIALS OF

VOCATIONAL-TECHNICAL STUDENTS

	Applicants and Newly Enrolled	Grades, Withdrawals, and Dropouts	Student Characteristics	Follow-up Data on Graduates
Type of Information Provided	1. Names of students who have applied to area schools; 2. Names of students enrolled, listed by high schools.	1. Copies of quarterly grade reports on their former students; 2. A report of graduates; 3. A report of students who have dropped out of the area school.	Answers to questions such as the following concerning area school students: 1. How do they feel about choice of school? 2. What high school subjects do they feel helped them most? 3. What do they wish they had more of in high school? 4. What changes do they feel the high school should make? 5. Who influenced them to attend vocational-technical school? 6. Why did they choose the program of study in which they are enrolled?	1. Field of employment; 2. Degree of job satisfaction; 3. Work location; 4. Length of time after graduation before employment; 5. Number of job offers received after graduation; 6. Salary

Table 14

INFORMING HIGH SCHOOL OFFICIALS OF

VOCATIONAL-TECHNICAL STUDENTS
(Continued)

	Applicants and Newly Enrolled	Grades, Withdrawals, and Dropouts	Student Characteristics	Follow-up Data on Graduates
Means of Providing Information	1. The list of applicants should be a monthly report. It should designate the curriculum in which students plan to enroll and the registration date. 2. The list of students enrolled in the area vocational-technical school should be sent quarterly. It should include newly enrolled students who graduated from high school the previous year as well as those who graduated in other years and those who withdrew from the high school.	1. Copies of grade reports should be sent at the end of each quarter. 2. A list of graduates should be sent at the end of each quarter. Names should be listed by high schools and indicate curriculum in which graduated at area vocational-technical school. 3. A list of dropouts, by high schools, should be sent to high schools approximately May 15 of each year. It should include the present whereabouts, the reasons for withdrawal, and the future plans of the students who have dropped out of the area school.	Some high schools also want information on student characteristics based upon the total student body. The Student Questionnaire is used to study student characteristics. Procedures for its use are outlined in the Evaluation chapter. If an individual high school requests a report on the responses on their former students, it should be made available to them if possible.	1. A copy of a report of state-wide follow-up results should be made available to those who requests it. 2. Copies of a local summary of follow-up should be mailed to the principals and counselors in the area served by the area vocational-technical school.

Table 14

INFORMING HIGH SCHOOL OFFICIALS OF

VOCATIONAL-TECHNICAL STUDENTS
(Continued)

	Applicants and Newly Enrolled	Grades, Withdrawals, and Dropouts	Student Characteristics	Follow-up Data on Graduates
Reasons for Providing Information	1. Some high school counselors work closely with their seniors to insure, prior to graduation, that all have planned their next step. A list of applicants lets them know to send transcripts if the students have neglected to request them. It also alerts the counselors to imminent decisions and gives them an opportunity to arrange counseling sessions. 2. The information on enrollees is needed by the high school counselor in completing the follow-up reports on the previour year's graduates.	1. Grade reports sent to high schools accomplish three things: a. They enable high school counselors and principals to know the degree of success their former students are experiencing in area vocational-technical schools. b. They enable high school counselors and principals to evaluate their program in terms of the success of their former students who are now enrolled in area vocational-technical schools, using grades earned as a criterion of success. c. They enable high school counselors and principals to assist future graduates to be aware of the characteristics needed for success (as measured by grades) in the various programs within the area vocational-technical schools. 2. A report of graduates and dropouts accomplishes two things: a. It enables high schools to know which students have been successful in which area school programs. This knowledge should enable high schools to identify potentially successful area vocational-technical school students better. It enables them also to assist students in deciding upon a realistic program of study in the area school. b. It is a positive form of communication in that it enables the high school to see that the area school is concerned with students who drop out of school for various reasons.	1. High school personnel get a better understanding of the students attending area vocational-technical schools. 2. Such data can be a source of self-evaluation for the local high school. 3. The data can provide high schools with a measure of the degree of satisfaction which area vocational-technical school students have as a result of their choice of post-high school education.	The primary reasons for making this information available to high school personnel are to enable them to see the degree of success enjoyed by area school graduates and to let them know what happens to their graduates.

given to the instructor is not confidential. A counselor who passes along information without first informing the students who are involved will likely jeopardize his position of trust.

Some instructors may feel threatened by student comments about courses. However, a thorough explanation of the role of counselors, given during faculty meetings, may overcome such fears among the faculty and enable them to benefit from comments the counselor can make concerning student reactions.

When a student withdraws, instructors are interested in answers to the following questions:

1. What was the reason for the withdrawal?
2. If the student is employed, who is the employer and what are the duties of his job?
3. What are the immediate and his long-range plans of the student?
4. What is his address?

This information can be used by instructors for getting addresses for sending follow-up forms, for recording job placement data on permanent records, for the instructor's evaluation of his instructional program, and for evaluation of total school program.

Student personnel specialists should attempt interviewing withdrawing students to provide an opportunity for them to realistically consider their present and future plans. If a student leaves without an exit interview, he should be visited by student personnel specialists, unless the distance involved makes such efforts impractical.

After students graduate, instructors are interested in answers to such questions as the following:

1. Do alumni feel free to "keep in touch" and to consult, advise, and visit with the instructor?
2. Are alumni employed in the field for which trained?
3. What is their salary range?

4. What are employer opinions or suggestions regarding training?
5. What are alumni opinions or suggestions regarding training?
6. Did alumni like their course well enough to recommend it to others? If not, why?
7. What particular job does each alumnus have, and for what employer?
8. What is the address and phone number of each alumnus?
9. How many hours per week are being worked by each alumnus?
10. Are alumni satisfied with their work and their employer?

Instructors use answers to these questions in providing information to enrolled students and in planning curriculum changes. No particular method of transmitting such information to instructors is recommended. However, the follow-up forms which are returned have this data, and instructors can get it from these forms.

Enrollment Reports From Instructors

Different schools have various methods for reporting attendance to the student personnel office to inform counselors about excessive absences, which often indicate students who are having difficulties. No sample form is given for such internal use within a particular school, but procedures can be developed to suit each situation quite easily. It is recommended that absences not be reported to the student personnel specialist until the instructor has attempted to discover the cause of absence and to possibly assist the student. The student personnel specialist should be immediately concerned only with chronic cases.

Reporting attendance monthly for purposes of reimbursement is a different matter, however. Standardization state-wide is almost essential in order to permit consolidation of enrollment reports in state offices.

For this attendance reporting, the basic record is the grade book of each instructor. From it, a monthly report is prepared by each instructor for each course. The form used by instructors in Georgia for reporting preparatory attendance is shown in Table 15. Attendance of students in short-term courses is reported on the form depicted in Table 16.

Reports from instructors are summarized, and summary reports are submitted to the State Department of Education. Table 17 is the form used for summarizing preparatory attendance, and Table 18 is the one used for attendance in short-term classes.

Many schools include the attendance of the student for the quarter on the Grade Report. The information is usually also entered on the Permanent Record in these schools. Other schools suggest that employers assume any person who graduated had a satisfactory attendance record.

Student Status Card

Description

This card serves as an organized and accessible record on current students. The Student Status Card helps the school in three ways:

1. The school is able to provide ready statistical data on the types of students enrolled or information on a particular student.
2. It encourages students who are withdrawing to follow a definite procedure and thereby gives a person on the school staff an opportunity to tell the withdrawing student that the school is interested in him and in the decisions he is making.
3. Preparing class rosters at the beginning of each quarter and compiling lists of students who do not re-register are facilitated by the use of this card.

Tables 19 and 20 illustrate such a card design. Most of the items on the front are self-explanatory. The following items may need clarification: code number, program, curriculum rating; codes for type of processing; clearances, instructors' names, and present and future plans.

Table 15

FORM – VE – 3

MONTHLY ATTENDANCE REPORT
ALL – DAY TRADE PROGRAMS
For The Month Of ____________ 19 ____

Page ____
Of ____

Course Title ________________________________

Program Length ____________________

Bd. Of Educ. ____________________ School Name ____________________

School Days This Mo. ____________________

Class Hours Per Day ________ (NO.)

Student Hours This Month ________ (TOTAL)

Instruction Hours This Month ____________

ENROLLMENT	M	F	TOTAL
Cumulative			
Active			

NOTE: Retain This Report In Local School Files For Five Years.

Sign ________________________________

NAME OF STUDENT (LAST) (FIRST) (INITIAL)	SEX M. F.	TOTAL HOURS INSTRUCTION THIS MONTH	 YEAR TO DATE

(Continued On Back)

Table 16

FORM – VE – 2

MONTHLY ATTENDANCE REPORT
FOR
SHORT TERM CLASSES

Course Approval No. ____________

Page ________ Of ________ Pages

For ______________________
(MONTH) (YEAR)

School ______________________ Board Of Education ______________________

Course Title ______________________ Signed ______________________

Total Instruction Hours ______________________ Total Student Hours ______________________

Enrollment	M	F	Total
Cumulative			
Active			

NAME				CLASS MEETING DATE AND HOURS INSTRUCTED																							TOTAL HOURS
LAST	FIRST	INITIAL	OCCUPATION																								

A COPY OF THIS REPORT MUST BE RETAINED FOR 5 YEARS IN LOCAL SCHOOL FILES.

Form Continued on Back)

Table 17

SUMMARY ATTENDANCE REPORT
for
POST-SECONDARY PROGRAMS

☐ Ag. Ed. ☐ Bus. Ed. ☐ D. E. ☐ Health ☐ Home Ec. ☐ Tech. ☐ T&I

SCHOOL NAME____________________ MONTH__________ 19____

D.O.T. CODE	COURSE TITLE	CUMULATIVE ENROLLMENT						HOURS INSTRUCTION	
		FIRST YEAR			SECOND YEAR			This Month	Year to Date
		Male	Female	Total	Male	Female	Total		

I certify that the data given above is true and accurate, to the best of my knowledge and belief, and hereby request reimbursement in accordance with the provisions of previously approved contracts. I further certify that payments to instructional personnel are made in accordance with the provisions of previously approved contracts, and that all students enrolled in the classes listed above meet the eligibility requirements of the Vocational Educational Division.

Signed____________________ Subscribed and sworn to before me this_____day of__________19___
(SYSTEM SUPERINTENDENT OF SCHOOLS)

____________________ My commission expires____________________
(NOTARY PUBLIC) (SEAL)

FORM VE-4 (PS)

Form VF-4

Table 18

SUMMARY ATTENDANCE REPORT
FOR
VOCATIONAL EDUCATION
Short - Term Classes

Month Ending

Month	Day	Year

System Name ______________________ Code ________

CONTRACT NUMBER	COURSE TITLE	INSTRUCTOR	ENROLLMENT						HOURS THIS MONTH		STATUS A-Active C-Complete T-Terminated
			CUMULATIVE			ACTIVE			INSTRUCTOR	STUDENT	
			M	F	TOTAL	M	F	TOTAL			
		TOTAL									

I certify that the data given above is true and accurate, to the best of my knowledge and belief, and hereby request reimbursement in accordance with the provisions of previously approved course applications. I further certify that payments to instructional personnel are made in accordance with provisions of previously approved course applications and that all students enrolled in the short-term classes listed above meet the eligibility requirements of the Vocational Education Division.

Signed ______________________________ Subscribed and sworn to before me this ______ day of ______________ 19 ____

(System Superintendent)

______________________ My Commission Expires ______________________

(Notary Public) (Seal)

Approved ______________________________

State Director

Table 19

STUDENT STATUS CARD
(Front)

Last Name First Initial

Student No.

☐ Day

☐ Night

☐ Male

☐ Female

☐ Program

Date entered

Date withdrew

Telephone No.

Date of Birth

Age

Local Address or Dorm Assignment

City State Zip Code

High School Last Attended

County of Residence

Physical Handicap or Disability

Selective Service No.

"C" No.

Curriculum rating

EMERGENCY INFORMATION

Doctor

Telephone No.

Hospital Preference

Please Notify:

Relationship

Telephone No.

CHECK HIGH SCHOOL

Algebra I	( )	Chemistry	( )
Algebra II	( )	Physics	( )
Geometry	( )	Electricity	( )
Adv. Alg. Trig.	( )	Metal Shop	( )
Mech. Draw I	( )	Typing I,II	( )
Mech. Draw II	( )	Shorthand I,II	( )

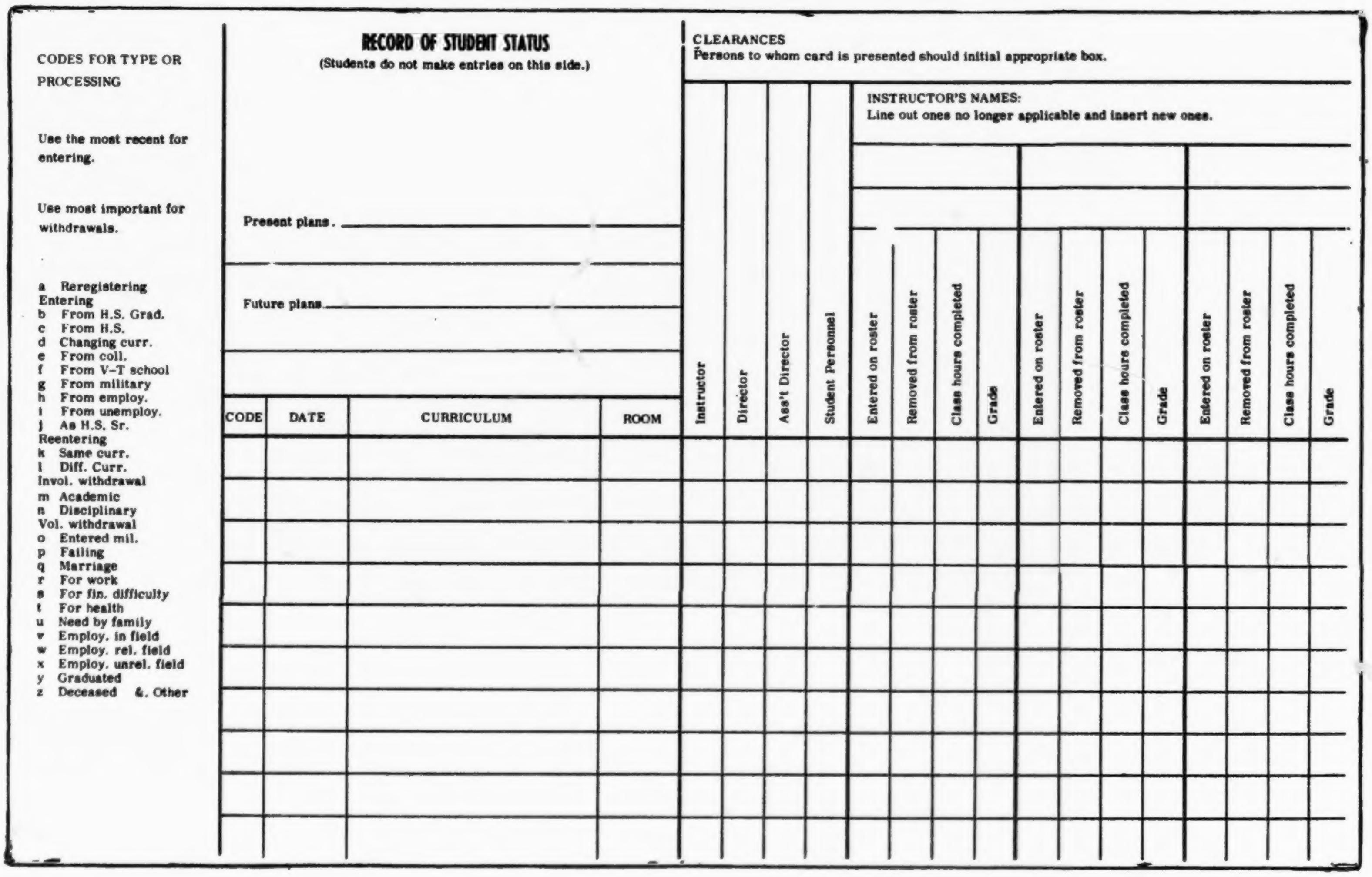
Student Classification

- ☐ Regular
- ☐ G I Bill
- ☐ VA Voc. Rehab.
- ☐ War Orphan
- ☐ State Voc. Rehab.
- ☐ Work Study
- ☐ Other

Note: The above card is the version in use in the Macon Area Vocational-Technical School, Macon, Georgia.

Table 20

STUDENT STATUS CARD
(Back)



CODES FOR TYPE OR PROCESSING

Use the most recent for entering.

Use most important for withdrawals.

a Reregistering
Entering
b From H.S. Grad.
c From H.S.
d Changing curr.
e From coll.
f From V-T school
g From military
h From employ.
i From unemploy.
j As H.S. Sr.
Reentering
k Same curr.
l Diff. Curr.
Invol. withdrawal
m Academic
n Disciplinary
Vol. withdrawal
o Entered mil.
p Failing
q Marriage
r For work
s For fin. difficulty
t For health
u Need by family
v Employ. in field
w Employ. rel. field
x Employ. unrel. field
y Graduated
z Deceased &. Other

RECORD OF STUDENT STATUS
(Students do not make entries on this side.)

Present plans. ______________________

Future plans. ______________________

CLEARANCES
Persons to whom card is presented should initial appropriate box.

INSTRUCTOR'S NAMES:
Line out ones no longer applicable and insert new ones.

CODE	DATE	CURRICULUM	ROOM	Instructor	Director	Ass't Director	Student Personnel	Entered on roster	Removed from roster	Class hours completed	Grade	Entered on roster	Removed from roster	Class hours completed	Grade	Entered on roster	Removed from roster	Class hours completed	Grade

Note: The above card is the version in use in the Macon Area Vocational-Technical School, Macon, Georgia.

Code No - Schools using data processing equipment may wish to code high school attended, county of residence, and program (curriculum) in which enrolled. Coding permits sorting and compiling of information in various ways.

Program - For schools not using data processing, or to facilitate use of cards by persons unfamiliar with program codes, an abbreviation of the program (curriculum) in which the student is enrolled may be entered at the top right corner of the card.

Curriculum rating - Before a student enters, a prediction is made concerning his probabilities of success in his curriculum. The following rating, or one similar to it, is used: (3) acceptable; (2) borderline; or (1) not acceptable. (These are the three categories into which dropouts must be classified on the Enrollment Report which is submitted to the State Supervisor of Vocational Guidance.) The meaning of the index numbers should be known only to student personnel specialists and those who prepare the Enrollment Report in order to maintain the confidential nature of such information.

Codes for type of processing - Code "a" indicates that the student was enrolled during the previous quarter. Codes b-j indicate that the person is enrolling for the first time in a given preparatory program in the school. Notice that code "d" indicates a person who is transferring from one curriculum to another within the school. For such a person, two lines across the bottom of the card are used. He is withdrawn from one curriculum (probably codes p or &) and enrolled in the new curriculum. Codes b-j are needed because students with different backgrounds should be taught differently. There is a difference in a class composed largely of recent high school graduates and one consisting mainly of employed or formerly employed persons.

Codes k-l apply to the person who attended previously, but not during the preceding quarter.

Codes m-n indicate that the person was requested to leave for either academic or disciplinary reasons.

Codes o-& indicate the circumstances at the time of voluntary withdrawal, including graduation (code y). The most important circumstance stated by the student are used.

For cases in which it is impossible to determine the circumstances, code "&" may be used.

Clearances - this section serves as a guide to registration and should be modified to fit the procedures of each school. The sample was designed for a situation in which the student had to obtain clearances from an instructor, the director, the assistant director, and a student personnel specialist. The principle of listing clearances needed in the order in which they are to be obtained can be followed.

Instructors' names - again, more items have been listed than may be needed by any school. "Entered on roster" applies to registration. The other three items under each instructor's name are for withdrawing students. These items also must be adapted to fit local procedures.

Present and future plans - this section may be used by the counselor during an exit interview. The school needs such a record to determine whether those leaving school are carrying out their plans. This section may be compared with results of follow-up.

Initiating and Maintaining Card

1. Each new student fills out the front of a Student Status Card as the initial step in registration.
2. The front of card is checked for accuracy and completeness, and pertinent items on the back of card are filled in. The person assisting the student inserts an "x" where initials will not be required in clearances section.
3. Student obtains clearances needed (all boxes without an "x" inserted.)
4. Student leaves card with person giving last clearance, who forwards card to the student personnel specialist.
    a. Cards are filed alphabetically.

b. When the student withdraws, the status card is filed in an "alumni file" and retained until the end of the fiscal year. "Alumni" cards are used in preparing the Enrollment Report; information concerning date of withdrawal and future plans is transferred to Permanent Record; and the Status Card is destroyed.

A change of curriculum is considered both a withdrawal and a re-entry. The idea that a student "enters school" is disregarded. Entrance is considered only in terms of entering a curriculum since it is impossible to be enrolled in an area school as a preparatory student without being enrolled in a specific curriculum.

For withdrawals, changes of curriculum, or reregistrations, the student picks up his student status card from the office handling student records. Steps 3 and 4 above are repeated.

There is a tendency among those who withdraw from school to merely stop attending classes. It is to the benefit of all concerned that preparatory students formally withdraw from school. They can be encouraged to do so in several ways. Requiring of them an equipment breakage deposit which is refundable at withdrawal will remind most that a formal withdrawal is required. The student handbook should state withdrawal procedures clearly, and instructors should emphasize that they want to know when and why students withdraw.

SUMMARY

This discussion of student personnel records in area schools has been based upon eight items which are usually included in these records systems:

1. The Counseling Folder;
2. The Application for Admission;
3. The Permanent Record;
4. Grade Reports;
5. Reports to high schools;

6. Reports to area school instructors;

7. Enrollment Reports;

8. Student Status Card.

An organized system provides the supportive data needed by student personnel specialists to assit students in making appropriate educational and vocational choices, and to assist the instructor to develop and plan an instructional program more in line with students' needs.

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Mr. Owen Sterner, Recorder, Coordinator of Student Personnel Services, DeKalb Area Vocational-Technical School, Clarkston, Georgia.

Mr. Don Hall, Coordinator of Student Personnel Services, Atlanta Area Technical School, Atlanta, Georgia.

Mr. Bernard Holt, Coordinator of Student Personnel Services, Marietta-Cobb Area Vocational-Technical School, Marietta, Georgia.

Mr. Carlton A. B. Jackson, Coordinator of Student Personnel Services, Columbus Area Vocational-Technical School, Columbus, Georgia.

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Chapter VI

COUNSELING

Counseling is the common thread running through almost all student personnel services. For many students, it provides a focus which adds meaning to the other student personnel activities.

Counseling helps students realistically perceive their own potentialities, values, and interests; understand educational and vocational opportunities available; integrate this information into a plan of action; and implement decisions made. Within such a conception of counseling, personal-social problems of students are treated as one aspect of vocational and educational decision-making, not as a separate aspect of the Counseling Service.

Clearly, providing adequate counseling services at major decision points in the life of an area school student requires a concentrated and organized effort.

RATIONALE

Should area schools provide counseling to assist students in making key educational and vocational decisions?

If all persons have worth, making available such counseling is a "must" on that basis alone. However, counseling services also can be justified for many other reasons which become apparent as one examines the characteristics of area school students in relation to the complexity of the world of work and the nature of area school programs.

Student Characteristics

Recent unpublished studies of student characteristics reveal great diversities among Georgia area vocational-technical students. Although no "typical student" can be puctured from these studies, other surveys conducted in Georgia area vocational-technical schools (Bottoms, 1966) show general agreement among students concerning problems which they feel should be solved through the counseling service. At least 75 percent of the students indicated that it was either essential or desirable that they receive counseling assistance:

1. In selecting a course that seemed most realistic in keeping with their own abilities, interests, and limitations;
2. In planning and carrying out their next step after vocational-technical school graduation;
3. In solving financial problems;
4. In dealing with problems of interpersonal relationships;
5. In dealing with personal problems;
6. In gaining a better understanding of themselves, their abilities, interests, motivations, and limitations;
7. In dealing with learning difficulties;
8. In solving irregular attendance problems;
9. In transferring from one course to another;
10. In considering withdrawal from school.

This same survey indicated that administrators and instructors also felt that area schools should offer counseling services to students. Such unanimous support of Counseling Services may be done to the complexity of the world of work which students must enter when they leave school.

Complexity of the World of Work

Both the world of work and man's relation to it are changing (Wrenn, 1962). In the last few hundred years, work has required increasingly more brains and less brawn. First, steam and electric power replaced animal and muscle power, and craftsmen devoted more time to skilled manipulations of materials. More recently, technological changes have further decreased manipulative work and increased tasks involving understanding (Venn, 1964). Improvements in production methods are making a significant impact upon workers and the job market. Output-per-man-hour rose 80 percent in the United States between 1947 and 1965. An excellent example of the increasing technological efficiency is in the automobile industry, wherein the same number of automobiles were produced in 1963 as in 1955, but with 17 percent fewer workers (Wolfbein, 1966).

Now, trends in automation further threaten to reduce the amount of human supervision machines require. The result of these developments is that an increasing proportion of production time is being devoted to planning the work that machines will do.

Eli Ginzberg (1964) has stated that changes in the structure of the labor market will continue and that certain trends will be sustained: white collar jobs increasing, service jobs increasing, and farm and production jobs decreasing. People will not be thrown out of work; rather, job fields will almost close to new workers.

Other important changes in the world of work will be caused by population increases. The population of the United States will double between 1960 and 2000. The population growth will affect construction work, real estate prices, public facilities, consumption of goods, politics--all of life.

Not only are there changes in jobs and in the distribution of workers in the work force, but changes in the attitudes men have toward work. There have been times when a man's ability to work was not his basis for respect. In the ancient societies of Greece and Rome, work was a curse to be avoided. It is only recently that the idea that "work is for slaves" has been outgrown. In the past, work was seen as a curse upon man for sin. Then, from being a curse, work changed into a way of carrying out God's purposes for man in the world. A man's work, rather than his circumstances of birth, became the basis for his status in society. When production of goods required large amounts of human and animal strength, a man was judged by the amount of work he could do and idleness was frowned upon unless the person in question was a man of letters. Now, the changes in production efficiency in the last century have reduced the work week from almost 70 hours to below 40 hours. Judged according to the old standards, most people today are idle a good bit of the time (Borow, 1964). This situation requires a rethinking of man's relationship to work and rethinking of the basis by which manhood is judged in the community.

A man was also judged in the past by the quality of the product he produced. Today high quality workmanship is usually seen as possibly resulting in a fewer sales, fewer jobs, and a lowered standard of living. Quality work may actually bring ill effects to the society.

The tendency today is to judge a man not by the amount or the quality of work which he can do but by the type of work that he does. And "worthwhile jobs" are generally considered to be those which have a degree of planning, managing or supervising involved in them. The modern world is coming to value "brain work" more highly.

How do these developments and trends affect young people? For one thing, national figures do not always reflect regional or local situations, and young persons may have difficulty getting local information. Few adults can give accurate information to students because the world of work is changing so fast that only a few have current knowledge of it. Without sound information and an opportunity to discuss it with knowledgeable persons, they will be unable to cope with this almost overwhelming complexity.

In addition to facing increased complexity, students also encounter increased competition in the job market. As of March, 1956, the median years of schooling among workers was 12.2 (Wolfbein, 1966). The amount of education required for many jobs is continually increasing.

Changes in the world of work, creating situations in which there is less need to work in order to produce things are bringing to the surface the old question of the basis of manhood. Although this country is supposedly built upon the idea of the equal dignity of all persons, in actuality there are social distinctions still made, and man's work is the greatest determiner of his position. Youngsters face problems now of finding a sense of dignity, achieving a feeling of worth, and of gaining the respect of society (Goodman, 1960). They must learn independence, confidence, and the flexibility to adapt to unforeseen future changes.

Students also face the need for going where the jobs are. They are thereby thrown into the complex processes of leaving home and friends and beginning life over in new places. Of the young persons now living on farms, only one in ten will be able to get a full-time job in agriculture (Ginzberg, 1966). Others may work in related jobs, but many will move. Other youngsters will also have to move geographically as industries relocate and cause changes in employment possibilities.

One of the most fundamental impacts of the labor structure changes upon youth is that increasing numbers of young people are not able to gain first-hand knowledge of work processes. Leaving school and entering employment is becoming more difficult. Furthermore, industries employing great numbers of workers are enclosed behind windowless walls. Youngsters do not see work processes or have a way for judging their own occupational worth, nor do they have an opportunity to imitate adults and to learn the attitudes which would help them to succeed on a job.

Because fewer jobs are available for young people, more of them stay in school. Since a man is judged by the type of work which he does, however, these young persons may recognize that they have no immediate basis for being respected by adults. They therefore tend to band together and to look to one another for approval and admiration rather than to the adult world. If the qualities which win the admiration and approval of their peers differ from the qualities which contribute to successful living in the world of work, the youngsters then have a difficult transition to make in moving from one world to another. Symptoms of these difficulties are evident in the formation of youth gangs ranging from delinquents to hippies.

Counselors are aware of the vast changes taking place in the world of work and of the problems created for students. Once Occupations regularly carried a definition of vocational guidance on its masthead, and called it "the process which assists people to prepare for, to enter upon, and to succeed in the occupation of their choice." The definition no longer appears because it implied static job slots: round pegs for round holes and square pegs for square holes. That picture of vocational guidance is not in keeping with the fluid nature of job specifications (Wolfbein, 1966). Changes come so rapidly today that defining a "job" is difficult. Job changes are reflected in job titles, and all that one must do to feel the impact of change, is compare newspapers of ten years ago with those of the present. Counselors have generally revised their objectives, and are trying to assist students to achieve success in their first job, with the hope that the initial success will improve their ability to cope with later changes. Counselors are perhaps in the best position in area schools to stress the need for experiences which will develop among students an expectancy of change, a willingness to retrain, a curiosity concerning world events which may affect them, and a willingness to take some risks in order to avoid obsolesence.

The Nature of Area Vocational-Technical Schools

A final factor suggesting the need for providing counseling for vocational-technical students is the nature of the vocational-technical schools themselves. Their offerings range from data processing to dental technology, from repairing watches to repairing autos, from farm equipment maintenance to fabric maintenance, and so on. However, schools vary in size from about 200 students to up to 2,000. Variations among and within schools make it difficult to communicate a clear image to the public and to prospective students.

A person's career plans must be made in such a way that his personality is taken into consideration. The reason the person wants to work should determine the type of job and the type of satisfaction which he seeks. Most persons are better suited to some working situations than to others, and may be able to fit into one situation and be totally unable to adjust to another. The counseling service helps youngsters to be aware of the nature of vocational-technical schools, of changes in the world of work, of the difficulties they face, and of their resources for overcoming obstacles.

Description of the Counseling Function

Counseling is usually a highly personal process. Techniques which counselors use and relationships which are established with students are difficult to describe meaningfully. Therefore, this section will attempt to clarify anticipated outcomes of counseling. It will also provide an example of how a student is helped through the counseling process. Stating anticipated outcomes implies a conceptual framework. The concepts which are most relevant to counseling in area schools are decision-making and vocational development.

Nature of Decision-Making

By focusing upon decisions facing students, counseling deals with the integrative process-with the way in which a person puts together what he learns. It serves to increase fredom of choice, since persons can learn to contribute to society to the best of their potentialities when:

1. They realistically perceive their own potentialities, values, and interests;

2. They have the opportunity to develop them through education;

3. They have a working knowledge of the complex, rapidly changing structure of occupations;

4. They are motivated to develop their potentialities and to relate them to the opportunities in our society.

They can contribute to a full life for themselves and for others when:

5. They can bring this knowledge and motivation to bear on decisions, large and small, public and private, in the spirit of inquiry;

6. They see their own progress, welfare, happiness, and freedom as inevitably bound up with and including that of all mankind, in whatever place or time.

The decision-making process is being studied anew by psychologists and by persons in other disciplines, but the most nearly adequate decription available is the problem solving model, which has several steps or stages. While description requires that the process be broken into logical divisions or steps, its actual appearance does not show such divisions. Also, the several steps may occur in widely varied sequence. The process seldom includes all possible stages and is often shortened because of the demands of the situation for action. It is seldom complete or final, and never has ultimate results that are very predictable.

Decision making processes begin when the individual realizes the possiblity of more than one alternative course of action. They end when one of the alternatives is given some degree of preference over the others and when the person then acts upon his preference. It is usually a more adequate process for the purposes of the individual: when he considers most of the relevant variables; when he recognizes the importance of his feelings and attitudes toward facts, as well as facts themselves; when he can consider among those feelings and attitudes, his attitudes toward himself (his self-concept) and the feeling of "fit" between his views of himself and the alternatives he is considering; and when he immerses himself thoroughly in the study of the situation before he trusts his intuitive conclusions. These are the aspects of decision making which make the learning of this process vital to every young person. The result of the process is a predicitive judgment. Each of these judgments not only opens up a new series of possible choices but also limits choice by discarding other possible series along the "road not taken."

It seems clear that the process of decision-making can be improved through learning by guided practice, at least in specified fields of study. Whether or not it has been proved that the application of the process to these decisions can be learned, schools at all levels should attempt to train better decision-makers. Counseling is a key technique in training students to make decisions leading to vocational development.

The Nature of Vocational Development

A person moves through various stages of vocational development. He accomplishes certain developmental tasks related to each stage of development and finally identifies with a particular type of occupation. Although behavioral sciences have not yet given a complete framework for describing vocational development, a general way of thinking is suggested by recent work in anthropology, sociology, psychology, and vocational choice theory.

Choosing a specific vocation, according to this view, is a process extending over a period of many years. Each vocational experience contributes to and changes a person to such degree that any vocational direction his life might take will be affected by this experience. Abilities must be related to interests and opportunities by some form of compromise. There will be certain crucial points in the vocational development process at which time the person must act upon a decision and accept the consequences, whatever they may be. "Occupational choice" is a series of decisons with subsequent action; however, many of the decisions involve a relatively small degree of awareness. In many instances, the person merely feels a preference for one course of action over another and then takes that direction almost without thinking.

The applicants for admission to area vocational-technical schools vary greatly in the degree to which they have clarified their preferences and are acting upon them. Some come with jobs promised to them upon graduation and with a realistic grasp of their situations. Some applicants have made at least a tentative choice of occupation.

They are moving from the tentative choice stage of vocational development toward increased commitment. A few are so confused that they are not ready to put forth any significant effort.

Vocational Development of an Area School Student

The vocational development which is expected of a successful student before, during, and after enrollment in an area vocational-technical school may be described in the following way:

Before Enrollment

1. He accepts the vocational-technical education concept.
2. He perceives a vocational- technical specialty as valuable to him.
3. He explores problems which may be obstacles to enrolling but which he plans to solve:
   (a) Finances
   (b) Transportation
   (c) Program choice
   (d) Housing
   (e) Health

At Time of Enrollment

1. He relates his experiences and aptitudes to the vocational-technical curriculum.
2. He relates himself to a specific specialty.
3. He selects a specific program and completes the admissions process of making application, taking entrance tests, having interviews, making a deposit, and registering for classes.

During Enrollment

1. He understands school policies as applicable to him.
2. He develops positive attitudes toward himself, school, program, prospective employer, and vocational-technical training.
3. He develops suitable interpersonal relationships with fellow students, instructors, and the outside public.

4. When information is needed in order to further clarify his vocational direction, he judges his present knowledge, defines gaps in it, finds sources, selects information he sees as pertinent, and incorporates the new knowledge.

Leaving school and Entering Employment

1. He accepts responsibility for making plans for the transition from school to employment.
2. He identifies with the world of work in the specialty for which trained.
3. He enters appropriate post-school occupation.
4. He feels the importance of his occupation--who he is and what he has to offer.

Providing assistance to students at these critical decision-making points is a primary function of the counseling service. The vocational development of these students will be enhanced when they receive individual attention regarding such decisions.

The applicant deciding whether or not to attend the school needs assistance in examining alternatives available. He receives his first assistance from the Preadmissions Information Service and the Admissions Service. Often, a tour of the school is used as a means of showing him the various occupational opportunities available for graduates. Brochures, the school catalog, and interviews with instructors also contribute to his knowledge of what is offered by the school. Information from follow-up studies of former students may be presented to him either separately or through publications. As part of the admissions process, he takes the GATB and submits a transcript of high school work. The test and the high school transcript are interpreted to him, and from these he learns within what limits he may choose his curriculum.

This initial assistance consists basically of giving information, but information alone is not enough. Many applicants need assistance in clarifying their interests and in understanding the pressures from family, friends, and circumstances which may determine the future consequences of attending or not attending. Applicants may need help in objectively examining their past performance and their level of motivation in relation to test results and the various school curricula. In other words, the applicant may need assistance in integrating the

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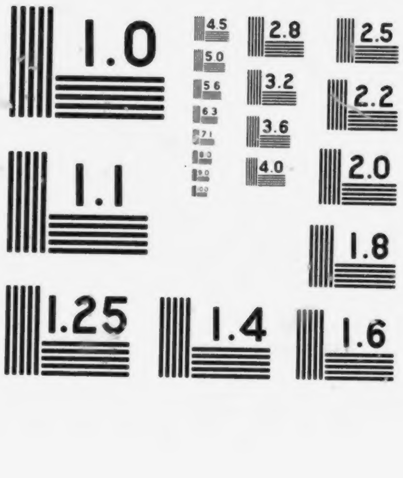
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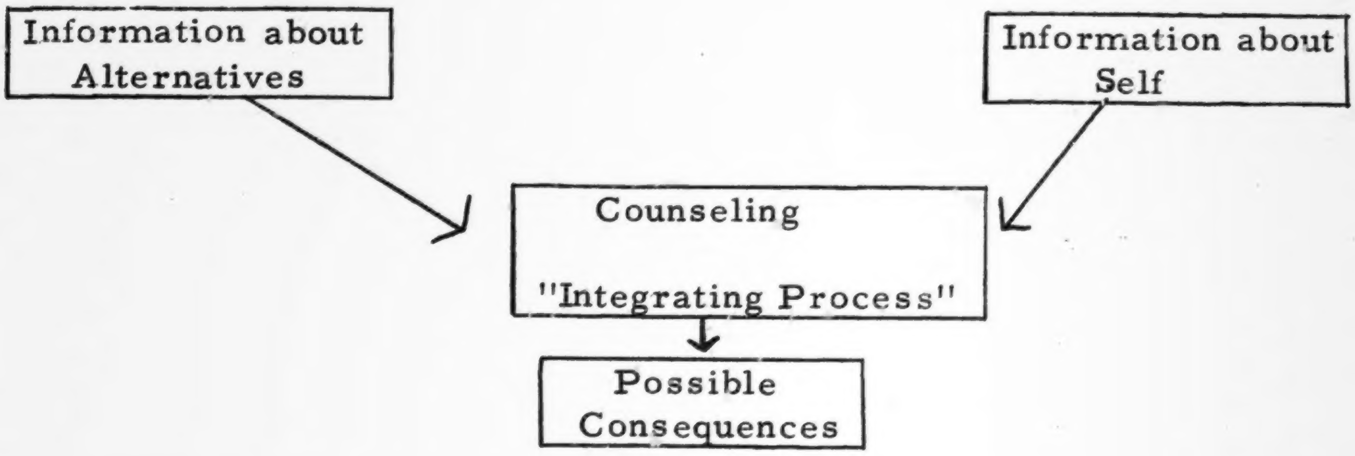
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

information available into reasons for and against attending the school and enrolling in a particular program. The counselor attempts to get the applicant to clarify these reasons in light of the possible consequences.



The counselor does not assume that the applicant has effectively integrated knowledge of alternatives available, and of himself, just because he walks in and states firmly that he has decided to become, for example, a chemical technician. The counselor assumes that each applicant should examine his decision as carefully as possible and that he will make a better decision if he has assistance in the examination process. The counselor is continuously asking each applicant, perhaps not directly, the following questions: (1) Why do you want to pursue this curriculum? (2) How do you know you can successfully complete it? (3) What do you plan to do with the training when you leave school? (4) What effects will enrolling have upon your personal, social, and work life? This examination leads to a conscious decision in keeping with the actual motivations of the student, and most likely this will be followed by actions consistently directed toward attaining chosen goals.

The counselor, however, assists the student in analyzing his decision, even if there is a strong possibility that such analysis will cause the applicant to change his mind about entering chemcial technology. This assistance is given as the counselor permits the student to talk freely while encouraging him to consider such questions as: How do I know I can do it? What do I plan to do with it after graduation? What effects will enrolling have upon my life? By encourageing the student to consider such questions, the counselor hopes to assist him to synthesize the results of test interpretation, high school records, previous work experience, information which he has obtained from the school, and other relevant facts. This synthesis can serve as a rational base for determining which course of action is best for him--even if it is not entering chemical technology.

The counselor tries to avoid telling the student what to do. He attempts to help the applicant decide what he hopes to accomplish through entering chemical technology, and then to decide whether chemical technology is the best approach to achieving his ultimate goals. The counselor assumes, first, that he does not know enough about the applicant to tell him what to do; second, that he does not have the prerogative to tell the applicant what to do; and third, that he cannot be sure that the applicant has thought through the decision and will take responsibility for it unless he states what the decision will be.

REQUISITES TO AN EFFECTIVE COUNSELING PROGRAM

An effective area school counseling program is possible when three conditions have been met. The program must have as its highest priority a commitment to helping students reach their goals. Counselors must be competent and the role of the counselor in the school must be clearly defined.

The Counseling Attitude

All aspects of the student personnel service in an area vocational-technical school should be built upon a basic commitment to students. This basic commitment to students may be called a "counseling attitude" because it is a philosophy which has been generally accepted by counselors. However, it is also a common attitude among good administrators and teachers.

The counseling attitude assumes that student personnel services exist to assist students to realize as much as possible from life through becoming self-directed persons, and that the student (not the counselor, the teacher, the school admistrator, or the community) should decide what it means to "realize as much as possible from life." The student must decide what he wants.

The counseling attitude further assumes that this system of growing up in America is the best way to meet the needs of our society. It is a better way than having schools or government dictate to young people what they should become.

A person with the counseling attitude believes that the student comes to the area vocational-technical school to learn the skills, concepts, and understandings needed to take his place as a responsible, self-directed citizen. The teacher, counselor, or administrator with the counseling attitude is not primarily interested in "manpower needs," in "maintaining standards," or in "administrative efficiency" per se. Such factors are considered in terms of their effects upon each individual student.

Although the counseling attitude has the basic aim of developing self-directed persons, such an attitude does not imply unwillingness to articulate values to students or a lack of values to recommend. Rather, the counseling attitude recognizes that lasting effects are achieved only when patterns of responsible choice become a part of the student's habitual approach to life.

Trying to understand the wants of students, but realizing that no person wants to be completely understood, is part of the counseling attitude. Many students want "understanding"; few want prying. An atmosphere of understanding is prerequisite to a student's developing self-understanding and reaching constructive decisions. Consequently, the counseling attitude of trying to understand students' motivations is fundamental to any educational undertaking.

The counseling attitude, however, includes the realization that the student needs more than understanding. He needs a source of information and a pattern for living which he can accept. Usually the instructor in an occupational specialty is the best source of information and is often the best "model" for living as a worker in the occupation, and the student can measure himself against him. Most students can do such measuring unconsciously and adjust their behavior as they wish. Some students are threatened by the differences they see and need help to think clearly. At that point, another adult with no responsibility for evaluating the student may be of more help than the "model" can be. A counselor can help the student to clarify and to resolve such problems.

The counseling attitude should be shared by various members of the educational team, each realizing that the other makes a unique contribution to the total learning environment which must be created. The counseling attitude must be shared by all of the school staff and faculty if the school is to maintain the best possible learning situation for each student. Shared by all, it may serve as a basic frame of reference for understanding vocational and personal development. But this attitude, by itself, is not enough.

Personal Qualities of Counselors

To build effective programs, counselors have certain personal qualities and abilities. These qualities determine what actually happens in counseling situations, and they are possibly more of a controlling factor than are systems for stating goals or describing counseling processes. Counselors must be able to organize their work, must inspire trust and confidence among both students and faculty, must have well-developed skills in observing human behavior, must have the ability to communicate in various ways, must have concrete suggestions available for teachers and students, must be competent in administering, scoring, and interpreting tests, must be willing to put concerns of students first, and must understand the world of work.

Because of the variety of their situations, counselors must have administrative skills to meet deadlines, keep track of students, and know who is going to need what, and when. They must be able to decide which functions must be done and then to plan how to get things done more efficiently. This planning includes delegating responsibility for those things which can be done by secretaries or clerks.

Counselors must easily develop trust and confidence among both students and faculty. Those who don't generate confidence generally restrict themselves to well-structured administrative responsibilities and "stay out of the way" of student and faculty.

Counselors must be sharp and accurate observers of human behavior. It is only in the past few years that counselor education programs have recognized the importance of this clinical skill. Previously, they have seldom stopped to teach counseling students how to look at a problem of an adolescent and to talk in meaningful terms about his behavior. Counselors should be able to observe students and teachers in the classroom, understand what is going on between them, and help the teachers solve instructional problems. Counselors can't began to talk about how to remediate or help a teacher until they understand what is going on.

Counselors must be able to communicate in a number of ways. They must be able to communicate with teachers about student behavior, for instance. They must use terms which are meaningful to teachers. They must be able to say, "For one reason or another, John is deliberately challenging you and your authority in the classroom, and you apparently are rising to the challenge." When counselors can communicate meaningfully both to students and teachers, they are on their way to being a real help.

Counselors must have readily available a great many concrete suggestions for teachers and students. Teachers need aid in managing students in changing their behavior. Students need actual techniques for changing their own behavior. Some student may say, "Look, I want to learn how to attend regularly. How can I do that?" Another may say, "I know I tangle with that guy every time I run into him. I don't want to, but I do. Help me." And the expert counselor has to know enough so that he can come up with concrete suggestions. Not the usual "well, just ignore him."

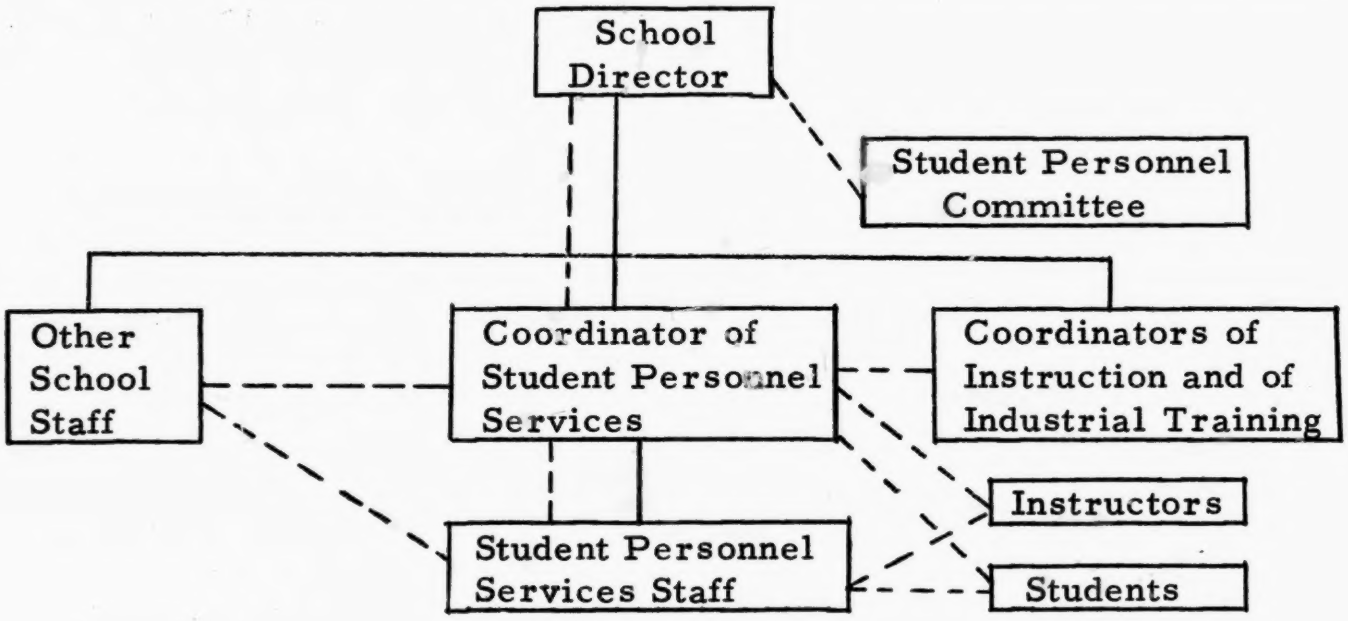
Counselors must be competent in such areas as testing, and must understand the world of work. They must also understand the psychology of work--what it means to work, what it means to be in the foundry next to the furnace, or how it feels to do a routine job like punching data processing cards. And they must know the mechanical aspects of how to get into the job.

Counselors must be willing to put the concerns of students first. What happens to the applicant who walks into the counselor's office and announces that he wants to be a chemical technician? First, he is met by an attitude of concern for his best interests. If the counselor is not basically concerned with the welfare of the student, and if there are few students applying for chemical technology, the counselor might accept the applicant's stated choice without question. The student's best interests would be forgotten because of the possibility of adding another student to the course which was not filled. However, the counselor who puts student concerns first will not accept the first statement. He will raise questions to attempt to aid student to carefully consider his choice of a curriculum.

The counselor in the area school should understand the world of work well enough to describe what attitudes help the youngster as he enters employment and what attitudes are harmful. Also, the counselor should be able to evaluate the effect of the school upon the attitudes crystalizing among students. Through his counseling he may be able to assess and modify attitudes in ways that cannot be done in the classes. By working in cooperation with instructors, the counselor should help in creating a total school atmosphere promoting attitudes helpful to students. There are a number of areas in which such students are still forming attitudes. Attitudes are learned as students find ways of satisfying psychological needs.

Role of Counselor in School

Given a competent counselor working in a school with a commitment to students, an effective counseling program should emerge if the role of the counselor in the school is clearly defined. The role of counselors, and other student personnel specialists, may be depicted as follows:


School Director
Student Personnel Committee
Other School Staff
Coordinator of Student Personnel Services
Coordinators of Instruction and of Industrial Training
Instructors
Student Personnel Services Staff
Students

Student personnel specialists are related to the administrator by lines of communication and advice as well as by lines of responsibility and control. They may initiate advice to the administrator, but cannot require him to follow it. They may be asked for advice by the administrator, but the administrator is not obligated to take the advice when it is given. Student personnel specialists must be prepared to accept "no" gracefully and to reinitiate requests or advice.

Student personnel specialist have lines of communication with every member of the staff. They ought not to be perceived by other faculty members or students as having control of anything except their own services. However, advice and consultation on any issue involving their special knowledge ought to be freely accessible to everybody on the staff.

Student personnel specialists are professionals with specialized training; faculty members are professionals with different specialized training. All are concerned with the same person, the student. All bring their specialization to bear on the person of the student and his progress toward the purpose of his schooling. They are consulting about a common concern, each from his own standpoint.

Student personnel specialists do not participate in evaluation of staff members.

In carrying out their functions, the student personnel specialists skillfully and adroitly involve the administration and faculty in tasks requiring their cooperation.

Disciplinary measures are generally regarded as being the responsibility of the faculty and the chief administrator. Student personnel specialists may be used as resource persons to offer help to the individual student who needs counseling.

Information student personnel specialists have which might be valuable to the staff should be communicated to them in meaningful ways. There should therefore be a continuous examination of what effect the school has on the students.

Student personnel specialists are related directly by communication and a helping relationship with every student in the school. Their job is a professional one, understood in essence by the administrator, and they are given free rein to carry out those functions belonging to their job. When in doubt, they consult the administrator to determine who makes a decision.

COUNSELING ACTIVITIES

Counseling at Four Major Decision Points

After considering the reasons for a Counseling Service in area schools, examining the nature of the counseling function in such schools, and reviewing requisites for an effective program, the question of implementing a Counseling Service arises. What techniques and activities are used, and toward what ends? Students in vocational-technical schools may face the following four major decisions:

1. Whether or not to attend the school;
2. What curriculum to enter;
3. Whether or not to remain in school when other appealing alternatives present themselves;
4. What job to seek following graduation or upon leaving school;

Most counseling activities in area schools are related to helping students at these four decision points.

As Students Decide Whether to Attend

At the time he first considers this type of school a potential vocational-technical school student must decide upon his answer to the question, "Is this for me?" Before he can do this, he needs answers to even more basic questions. In order to make a sound decision he must know what vocational-technical education is--what things are taught in the school and how these programs are related to the world of work. Then, he needs to see himself objectively, to be aware of his interests, strengths, and weaknesses. Finally, he needs to tie all three of these together--the knowledge of himself, of this type of education, and of the world of work. Counseling can become the means of assisting the individual to synthesize this information into a plan of action.

The student personnel specialist provides such help to potential students in various ways. Routinely, he acts as a resource person to the high school counselor, providing information in an objective, positive way so that the potential student can make a decision based on knowledge, not on ignorance. No one can provide this information better than a counselor for he is a person with a "counseling viewpoint," and be more concerned with what is best for the student than what is best for the school.

At this stage, the student needs to examine his thinking to be sure that his plans are rational and logical. The counselor in the vocational-technical school is the best person to assist the potential student in thinking through such questions as:

1. What can I "be?"
2. What are my goals in life?
3. Is vocational-technical education a socially accepted way of life?

It is at this point of formulating a tenative career choice that answers to these questions need to be considered.

Now, the student may not come up and ask directly "What can I be? , "What are my goals in life?" He may phrase these questions:

1. Do you have anything to help me become a ___________?
2. I haven't decided what I'll do this fall.
3. What kind of students are enrolled in this school?
4. What do the testing results say that I should do?
5. Do you have anything that will help me make more money than I am making now?

Instead of asking, "Is vocational-technical education a socially acceptable way to reach my goals?", he may make the following inquiries:

1. Do you have a football team?
2. Does your credit transfer?
3. How much time is spent in classes?
4. What kind of diploma will I get?

When such comments or questions are heard, the student personnel specialists may be able to help the potential student accept the vocational-technical concept. If the potential student is given appropriate information, and if he sees this alternative as being an acceptable one for him, then, at this stage of his career development, he will accept the vocational-technical concept; he will perceive a vocational-technical specialty as being of value to him; and he will explore problems which might be obstacles to his following-through with enrollment. He will seek solutions to problems such as finances, transportation, tentative choice of program, housing, and other practical considerations.

If a student makes a tentative choice in favor of vocational-technical education, what then?

As Students Choose a Curriculum

The student's next major decision is that of deciding upon an appropriate curriculum.

The student personnel specialist provides the prospective student with a test interpretation--this may be either a group or individual interpretation session--and then talks with him. The emphasis is on allowing the potential student to see himself objectively and to assist him in establishing a range of possibilities. Results are communicated in a positive way--what the applicant can do rather than what he cannot. There is a minimum use of such terms as "cut-off scores." An attempt is made to keep in mind that the results of the test are not nearly so important as how the individual perceives the results of the test. (A complete description of the test interpretation procedures used may be found in Appendix D.)

Results of follow-up studies and profiles of student characteristics may be used in counseling with the prospective student to help him decide upon a specific curriculum. Talks with currently enrolled students and instructors and a tour of the various laboratories may be of value in helping the student decide upon a specific curriculum. Some of the greatest opportunities for counseling may occur during the admissions process.

Questions associated with a specific choice of career field are explored at this time. The applicant needs to know if a given curriculum will be valuable in developing a career; if this school is the best place to get this training; and how interests, experiences, and aptitudes relate to a given curriculum. He needs to give thought to practical considerations such as housing, finances, and exactly what he must do to complete the enrollment process.

He may verbalize these questions in these ways:

1. Is there a good future in electronics?
2. What is the best course you have?
3. How long is the program?
4. How much does the program cost?

5. I had been planning to go to college: Is this just as good?
6. Do you think I ought to be an electronics technician?
7. How much math do I have to take?
8. Do I have to take a test to get in?

When these questions come up, the student personnel specialist may be able to help the applicant to perceive a specific curriculum of value to him; to perceive that the quality of instruction is adequate; to see the school as being socially acceptable; to explore practical considerations which may be obstacles to enrollment, and to complete the enrollment process.

As Students Decide Whether To Remain Enrolled

The third major decision is concerned with the implementation of career goals occurring as the student enters school and is enrolled as a student. The student personnel specialist schedules conferences with all new students after approximately three weeks. By this time, some have decided that their choice of program may not have been wise. There is still time to change at this point.

At mid-quarter, conferences are scheduled with all students experiencing academic difficulties. Instructors furnish the student personnel specialists with names of any students with excessive absences or any problem which causes them to be considered as potential withdrawees. In these conferences, two ideas are stressed: (1) a commitment to succeed and (2) the relationship of school and work or the transition from school to work. Both ideas involve the continual evaluation of both short and long range goals by the student.

During these conferences, the student personnel specialist may attempt to lead a student into exploring questions such as the following:

1. What are school policies that bear upon my behavior?
2. Is a particular policy applicable to me?
3. How do I feel about being in this school? this curriculum? about being, for example, a mechanic?
4. How do I feel about, and react to, fellow students, instructors, and the public with whom I will deal?
5. How do others feel about my being here?

Students themselves may indicate concern in these areas through such questions or remarks as the following:

1. Do we get report cards?
2. Why can't the instructor explain his grading system to us?
3. Our instructor does not speak good English.
4. How many times may I miss class before being dropped?
5. Will my grades affect my draft status?
6. I think I'll quit; I need to work.
7. Why can't we have a football team?

When such questions come up, the counselor may be able to explain school policies and to get the student to accept them as being applicable to himself; to develop a positive attitude about himself, the school, and those with whom he associates; and to perceive that significant persons consider his training to have worth.

As Students Choose a Job

The fourth major decision is concerned with achieving commitment to a set of career goals. Approximately two months prior to graduation, a conference is scheduled with each potential graduate to review his immediate and long-range goals to clarify his preference of type of job and location, to see what steps he has taken toward becoming employed, and to discuss any problems he sees regarding his entrance into employment. Group sessions are held regarding what constitutes an appropriate job commensurate with the training received, a realistic salary range, appropriate work habits and attitudes, good relationships with fellow workers and employers and any other areas the students feel the need to explore. The student personnel specialist will have already provided the instructor with information relative to these ideas and they usually will have been well-covered, but this is a time for a final check and clarification. Thus, counseling is carried on during the information and job placement aspects of student personnel services.

Typical student verbalizations during these sessions include:

1. Will I have to leave my home town to get the kind of job I want?
2. Will I have to take a test to get the job? Is there a union?
3. Will I be draft-exempt in this job?
4. What can I expect this job to lead into? What is the future of an electronics technician?

When these questions are heard, the student personnel specialists may be able to help the student in accepting responsibility for making the transition from school to work; to be aware of the alternatives of satisfying his military obligation; to identify with the world of work in the specialty in which he was trained; to realize that further education may be required particularly in evening and extension programs; to enter an appropriate post-school occupation; and to be proud of himself and his work.

If the school climate is favorable, opportunities for counseling will arise since many students will voluntarily come for counseling. Counseling is most effective when the student is aware that he faces a question requiring a decision, when he recognizes that the counselor is available to offer him conditions under which he can think through to a decision, and when he voluntarily asks for help.

Few students will walk up to a faculty member or a student personnel specialist and say, "I have a problem" or "I want some advice." It is therefore important that faculty and student personnel specialists be alert when students ask apparently routine questions. Such questions may reflect a desire for assistance in dealing with deeper problems. Of course, nothing is more annoying than to ask a simple question and have someone magnify it out of proportion. Good listening, however, includes the ability to make a response which either lets a person get into deeper matters or permits him to remain on a routine level. Some of the questions which make for spontaneous counseling opportunities have been mentioned.

Stimulating Counseling Opportunities

If the student does not ask questions which indicate that he is giving careful thought to his choice of school, curriculum, or place of employment, the counselor may have to stimulate counseling opportunities.

Some occasions can call attention to the question of whether the area vocational-technical school is a valid alternative. This question may be raised when visits are made to high schools or when tours of the school are conducted.

Other occasions deal with the question of what curriculum to choose. Excellent opportunities for stimulating counseling occur during test interpretation, particularily with those who are experiencing difficulty or those planning to withdraw, and by periodic interviews with all students to discuss their committment to the program.

Many natural situations can be used to stimulate students to consider the factors involved in deciding what to do upon leaving the area vocational-technical school. Units on how to get a job, field trips, speakers from business and industry, and TECHDAYS all call attention to decisions the student must make upon graduation. The Personal Traits Observation Report (shown in Table 21) may stimulate students to weigh strengths and weaknesses in view of possible future employment.

Personal Traits Observation Report

Rationale - There are two major purposes of the Personal Traits Observation Report. First, it assists the instructor to focus on those intangible areas he needs to emphasize with students. Thus, the instructor can use this form in a positive way to help the student see what is expected of him.

Second, the instructor's rating of students can become the basis for initiating counseling sessions with students. Also, the report might be used by students as a self-rating device prior to counseling.

Uses - The instrument is not designed to grade or rate an individual, but to assist the student in self-development through communicating to him characteristics that society considers important. The personnel specialist should assist instructors in using the rating scale as a learning device. Helping them to see possible effects of instructor ratings may increase proper use of the P.T.O.R.

The main use of the observation report is to aid students toward self-realization through

1. Individual discussion;
2. Student self-rating;
3. Group discussion (with the report used to suggest questions);
4. Counseling to which it will lead;

Table 21

PERSONAL TRAITS OBSERVATION REPORT

Student's Name ____________ Age ______ Curriculum ____________ Date of Report ____________ Instructor's Signature ____________

Instructions: Put a check (✓) in the box with the most descriptive phrase.

1.	INDUSTRY, ENERGY Consider application to school duties day by day.	Usually indifferent	Sometimes indifferent	Average in industriousness	Willing to do more than assigned	Exceptionally diligent
2.	RELATIONS WITH OTHERS Consider helpfulness and cooperativeness with associates and superiors in manner and act.	Troublesome indifferent	Sometimes difficult to work with	Usually tactful and obliging	Always congenial and cooperative	Inspires cooperation
3.	EMOTIONAL STABILITY Consider ability to control emotions.	Loses his head easily	Unresponsive	Usually well controlled	Balance of responsiveness and control	Unusual control of emotions
4.	LEADERSHIP Consider ability to get others to cooperate.	Unable to lead	Not usually a leader	Sometimes displays leadership	Leads well under most circumstances	Displays marked ability to make things go
5.	APPEARANCE Consider such factors as cleanliness of clothing and person.	Untidy, carelessly dressed	Clean, but careless of appearance and grooming	Average in grooming and dress	Well groomed	Outstanding in taste and care
6.	ABILITY TO LEARN Consider quickness in learning new methods, adapting to new situations, tasks.	Unable to learn material in this curriculum	Learns slowly	Average rate of adaptation	Above average in capacity	Outstanding in mental ability and alertness
7.	DEPENDABILITY Consider faithfulness in carrying out assignments. Bears full share of responsibility.	Needs constant supervision	Sometimes unreliable	Responsible but needs some direction	Very dependable	Thoroughly dependable, trustworthy
8.	PUNCTUALITY Consider his practices of being on time.	Always tardy	Seldom on time	On time most of the time	Seldom tardy	Always on time
9.	JUDGMENT Consider ability to reach sound decisions.	Quick to become frustrated in new situations	Slow in meeting new situations and decisions	Usually displays ability to handle unusual situations	Willing to meet new situations	Exceptional and quick to handle new situations and decisions
10.	QUALITY Consider quality of work.	Not capable of quality work	Seldom turns out quality work	Average in producing quality work	Careful and thorough work	Outstanding in producing quality work
11.	INITIATIVE Consider resourcefulness and ability to see things to do.	Seems to shy away from seeing things to do	Slow to be resourceful and create activities	Usually shows initiative in his job	Shows constant ability to see things to do	Always shows initiative
12.	QUANTITY Consider amount of work accomplished and speed of doing it.	Very slow in production	Little work accomplished; slow	Average in production	Speed of doing a job is good; accomplishes job	Always completes a job at a fast rate of speed
13.	PRIDE Consider pride in work.	Passive in attitude toward work	Takes little interest in being proud of his work	Usually displays pride in work	Shows pride in his work constantly	Very thorough in his work; always shows pride in work
14.						
15.						

IN YOUR OWN OPINION, WHAT ARE:

(1) The student's strong points ____________

(2) The student's weak points ____________

COMMENTS ____________

Other uses of the form are:

1. To help school personnel understand students;
2. To develop in each student an awareness of these traits and characteristics considered highly desirable in a training situation, realizing that these traits and characteristics will carry-over into employment after graduation;
3. To aid instructors and counselors to gain an understanding of students' shortcomings or problems when their status becomes questionable or unsatisfactory;
4. To serve as an instructor's confidential report to the student personnel office when a student is experiencing academic or adjustment difficulties;
5. To gain a class profile;
6. To analyze differences existing between instructor and student ratings;
7. To provide each student with a peer group report (at end of program).

The observation report should not be used for the following:

1. To send rating to employers-- such a form could be considered defamatory and could result in legal action against the school.
2. To show an instructor rating to a student for the purpose of criticizing him--this form of criticism seldom achieves a positive end;
3. To enter an instructor rating on the Permanent Record--such items can change from one situation to another, and a student should not be "branded."

Methods for Using--Two basic methods of using the report are as follows:

1. Having a student rate himself and discuss it with the student personnel specialist early and late in the course of study;
2. Having a student rate himself and discuss it with instructor.

The personnel specialist must be aware of the possible influences on the self-concept of the individual and the student body. Persons using or providing this information on students must be informed of possible ramifications. To forestall unpleasant consequences, an in-service training program must be conducted to insure consistent and knowledgeable use of the instrument by members of the staff.

The report should be given a trial with a small group, perhaps in one curriculum. It should be used in various ways: self-ratings, peer ratings, and ratings by instructors. These several ratings should be treated from both individual and group approaches but without revealing to other students the rating which any one student received. Following the trial, guidelines for using the report can be written.

Summary--There are two basic purposes in using the Personal Traits Observation Report.

1. Use it to develop desirable student attitudes and work habits, not as a grading device.
2. Use it to call a student's attention to points on which he can be evaluated by an employer.

Showing attention to students in this manner may motivate them toward acquiring better attitudes.

Sample--Jack Gay, Coordinator of Instructional Programs, Moultrie Area Vocational-Technical School, reported that the Personal Traits Observation Report was tried out with four different student groups at his school during the week of May 22-26, 1967. A short meeting was held with the six instructors to discuss the purpose of the P. T. O. R., to discuss the limitations and possible undesirable outcomes of using an instrument of this type and to discuss the various approaches to using the P. T. O. R. The instructors were very interested. Several of them mentioned that they had been using various approaches to teaching the same sort of things covered by P. T. O. R. and had been looking for such an instrument. The methods used for each curriculum and the comments of instructors afterwards are as follows:

1. Business Education
    a. Method: Each student filled out a P. T. O. R. on every other student in a group of ten. The instructor compiled the results and used these results as a basis for group discussions.

    b. Comments: This business of being rated by the peer group really created interest. They were most curious as to who said what about them. Even though they were primarily interested in the results rather than learning, I found the P. T. O. R. to be an excellent teaching device. I plan to use it with future classes.

2. Machine Shop

   a. Method: Each student evaluated himself and discussed the results in an individual conference with the instructor.

   b. Comments: I told these boys that they were going to be rated when they became employed, and that the P.T.O.R. included some of the kinds of things on which they would be rated. I suggested that they just might come out better knowing that these things were important. The students generally rated themselves lower than I would have. The instrument served as a good teaching device; I plan to use it again next year.

3. Auto Mechanics

   a. Method: Each student rated another selected at random, then himself. Then he was rated by the instructor. Thus, each student received three ratings. The completed reports were used as a basis for an individual conference between the instructor and each student and for general class discussion.

   b. Comments: We had held some partially successful class discussions on the subject of developing proper attitudes. However, this instrument gave us a basis for discussions that I felt were really worthwhile. I was glad to be able to use it and definitely plan to use it in the future.

4. Electronics Technology

   a. Method: Each student rated himself; then he was rated by the instructor. Results were used as basis for class and individual discussions.

   b. Comments: I have been using something similar to this in arriving at quarterly grades for these students. This is a more comprehensive listing than I have been using. I think this is an area of considerable importance, and I would like to use it at least once each quarter with my future classes.

The response to the use of P. T. O. R. at Moultrie was favorable. Even the other instructors who originally were not approached requested copies to use with their classes. The instrument seems to have considerable potential, particularly if instructors are aware of its purpose and limitations.

Indirect Methods For Assisting Students

In addition to dealing directly with students, the counselor influences student behavior by indirect methods. He works with high school counselors, civic groups, employment agencies, and others to influence the student prior to his enrollment. He tries to develop the counseling attitude throughout the total school program. He may also assist instructors in obtaining information, presenting it to students and clarifying the alternatives it presents. Particularly in such areas as attitudinal development, interpersonal relationships, mental hygiene, writing letters of application, behavior during an interview, and methods of seeking employment, he works indirectly. He may also influence instructional methods by demonstrating group guidance sessions for the faculty and by holding in-service meetings to teach basic counseling techniques useful in the classroom. In all these activities the student personnel specialist is careful to impart a sense of helpfulness and assistance rather than of supervision or authority over the instructional staff.

FURTHER DEVELOPMENTS NEEDED

As mentioned in the chapter on Admissions, a study is underway in Georgia to determine the relationships of area school applicants' high school grades and aptitude test scores to their success in vocational-technical schools. One outcome of this study will be probability statements which may be used in counseling.

Research should be conducted to determine the most effective ways of using such data in counseling with applicants who are choosing a vocational-technical curriculum. Thoresen and Mehrens (1967) have suggested an approach to this type of research based upon decision theory. Their work demands close scrutiny by those who consider decision theory the most appropriate conceptual framework in counseling for vocational decisions and who are interested in such questions as the following: How does the presentation of objective information concerning chances of success influence the individual's expectations of success.

How does the presentation of such information influence the relative desirability for the individual of possible outcomes for various courses of action? How are decisions influenced by such things as aspiration level, achievement motivation, and motivations toward success or away from failure? How do various ways of organizing and presenting objective information affect the way a person perceives his chances of success? Research and development is needed in these areas.

SUMMARY

This discussion has shown why counseling is needed in area schools and has offered an approach to understanding the nature of an area school counseling program. A Counseling Service can be justified in area schools on the basis of characteristics of students, area schools, and the occupational structure. Counseling is the common denominator for all work performed by the student personnel specialist; it is utilized from before the student enters a school until after he is graduated.

Counseling particularly plays a vital role at four important decision-making points in the student's career--points at which the student

1. Makes a tentative career choice;
2. Makes a specific career choice;
3. Implements career goals while enrolled;
4. Commits himself to career goals at the end of his school career.

Counseling makes an attempt to teach the decision-making process.

Emphasis is placed on the development of a "counseling attitude" throughout the school. The counseling attitude can be shared by various members of the educational team, each realizing that the others make unique contributions to the total learning environment which must be created. The counseling attitude must be shared by all of the school staff and faculty if the school is to maintain the best possible learning situation for each student. Shared by all, it may serve as a basic frame of reference for understanding vocational development.

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Chapter VII

INFORMATION

INTRODUCTION

The Information Service is a process through which students become aware of the decisions they face, of the alternatives available, of their own characteristics, and of the way these three are related. By gaining such awareness, students are enabled to face future situations with greater self-reliance.

Divisions of Information Service

The Information Service process involves three aspects--occupational, educational, and personal-social, which may be defined as follows:

Occupational phase - The occupational phase is the process through which students develop those intangible attitudes and understandings which enable them to enter and make progress in the world of work.

Educational phase - The educational phase is the process through which individuals become aware of the purposes of the school, of its opportunities, of other educational opportunities, of the need for further education in their field of study, of where such education can be acquired, and of study skills used in the school.

Personal-social phase - The personal-social phase is the process through which students learn more about their own values, desires, and abilities and develop understandings for interpersonal relationships.

Need for Information Services

An organized Information Service is necessary if the area schools are to accomplish the purposes for which they were established. For example, the training which the schools offer must be more than instruction in the mechanical skills required to perform a certain task. It must include opportunities to develop productive interpersonal skills.

According to one report, 85 percent of workers who lose jobs or do not advance to better positions do so because they cannot get along with their fellow employees, their employers, and the general public. The school has the responsibility of training workers who are able both to enter into and to adjust to the world of work. Furthermore, good occupational choices and adjustments cannot be made by students if they lack awareness of typical employment opportunities and responsibilities--awareness which an information service fosters. Another factor which reinforces the need for an organized Informational Service--to include occupational, educational, and personal-social information--is the unique characteristics of area vocational-technical school students. Four characteristics which particularly imply the need for the service are:

1. Approximately 90 percent of the students are under 21 years of age, which indicates they are probably unaware of many decisions they must make regarding the world of work, their educational plans, and their personal and social life. Likewise, they may be unaware of the opportunities existing in industry and in life in general.

2. The students' lack of working experience indicates a need to learn employer expectations, methods of seeking employment, and proper work-related attitudes.

3. Sixty-six percent of full-time preparatory students are single; therefore, they have had little, if any, experience in managing money, making optimum use of leisure time, knowing whom to see when difficulties arise, and facing other problems of adulthood.

4. Most male students will need information concerning military obligations and opportunities.

These characteristics point to a general lack of career maturity, and career maturity certainly is not achieved merely by taking a job. It involves more than making a choice concerning a field of study. It includes planning for continued occupational, educational, and personal development. Three aspects of career planning which point to the need for information services are:

1. In most cases the choice of a curriculum is a tentative choice of a career field for a student, because his interests are still

developing and being clarified. Occupational choice theories help us to understand this fact concerning the entering student and to see the need for providing information which assists him to develop occupational maturity.

2. A changing technology dictates that some older workers will need retraining, and the change will create the need for providing them with new information as they face the emotional stress of making a transition.

3. The mobility of the work force demands that information be provided if workers are to be prepared for change, and that vocational students be encouraged to keep a specific choice in their field tentative until sufficient information about the world of work and about their own aptitudes, interests, and abilities are available to make a wise decision.

OBJECTIVES

Objectives of the Information Service are first stated below as activities of student personnel specialists and instructors. If performed effectively, certain student behavior should result. Developing the types of student behavior listed in the second section is the main objective of the Information Service.

Activities of Student Personnel Specialists and Instructors

1. Student personnel specialists will present an outline of group guidance sessions to the school faculty for consideration and modification as needed.

2. Student Personnel specialists will assist faculty members to plan the implementation of the group guidance sessions.

3. Student personnel specialists will assist faculty members in identifying and obtaining resources needed to implement the group guidance sessions.

4. Faculty members will revise the outline of group guidance sessions in light of the needs of students in particular curricula and in cooperation with student personnel specialists.

5. Faculty members will plan jointly with student personnel specialists and develop a method for implementing the group guidance sessions.

6. Faculty members in cooperation with student personnel specialists will identify and obtain resources needed to implement the group guidance sessions.

7. Faculty members will allot approximately 36 hours to group guidance sessions.

8. Faculty members will reinforce the concepts of the group guidance sessions during regular classes.

9. Student personnel specialists in cooperation with the staff will plan and carry out an organized orientation program for new students.

Resultant Student Behavior

1. Students will be able to state decisions which they must make, will seek occupational, educational, and personal-social information to use in making the decisions, and will develop skills and understanding necessary for implementing their decisions.

   They will gain an awareness of:

   a. The decisions they may face;

   b. Purposes of the school;

   c. Alternatives among which they may choose at each decision point;

   d. Their own characteristics;

   e. Educational opportunities offered by the area vocational-technical school;

f. Other educational opportunities;

g. The relationships among the decisions they face, the alternatives among which they may choose at each decision point, and their own characteristics.

2. Student will increase:

a. Their understanding of their own values;

b. Their understanding of their own desires;

c. Their understanding of employer expectations;

d. Their knowledge of proper work related attitudes;

e. Their knowledge of methods for seeking jobs;

f. Their ability to plan for continued occupational development;

g. Their ability to manage money;

h. Their ability to make wise use of leisure time;

i. Their knowledge of sources of assistance for solving difficulties;

j. Their understanding of their abilities;

k. Their ability to plan for continued educational development;

l. Their ability to plan for continued personal development.

3. Students will understand:

a. The need for further education in their field of study and of where such education may be acquired;

b. Their military obligations, if any, and information about opportunities therein;

    c. That specific choices of jobs in their field should be kept tentative until they have sufficient information about the world of work and about themselves to make a wise decision.

4. Students will learn to use study skills needed in the area vocational-technical school.

5. Students will develop:

    a. Intangible attitudes and understandings that enable them to enter into, and progress in, the world of work;

    b. Understandings of the dynamics of interpersonal relationships;

    c. A "model" or "pattern of skills, attitudes, and job understandings" that will be effective in locating the right job and in successfully adjusting to the world of work.

PROCEDURES

The Cooperative Approach

A cooperative approach has been adopted as the means of providing an information service program. A cooperative information service program is one in which the student personnel specialist and the instructional staff share responsibilities.

Because of the nature of the area schools, the role of the area school instructor becomes one of conducting the Information Service as an integral part of his normal classroom activities.

The role of the personnel specialist becomes one of coordination, through providing leadership and resources to instructors and follow-up counseling to individual students who need more specialized assistance than can be provided by the instructors.

Several reasons why this cooperative effort is appropriate for area vocational-technical schools are as follows:

1. A centralized approach would demand more time from personnel specialists than they currently have available.

2. Most of the concepts acquired by the students through the Information Service will be more meaningful if they are related to the specific skill the student is acquiring.

3. No one is more aware than the instructor of the value of proper attitudes and personal-social characteristics for job success. The instructor occupies a natural position, especially in the laboratory situation, to implement concepts acquired by the the student through the Information Service.

4. The types of information to be included in the Information Service are, in fact, part of the instructional program. Knowledge of, and use of, appropriate attitudes is as important as mechanical skills, if not more so. If knowledge of employer expectations makes the student become a better worker and helps him to adapt to the requirements made of him, it is subject matter!

5. The Information Service is organized as a developmental and continuous program, and is most effective if it is incorporated into the total training program.

In working with instructors, student personnel specialists may encounter opposition in the form of certain questions asked as a result of the philosophy of the teachers. Several questions which may be anticipated are the following:

1. Can the vocational-technical school afford to take time from the teaching of mechanical skills to devote time to an Information Service program? Perhaps the question should be: Can the vocational-technical school instructor afford not to have an organized Information Service? Are not attitudes toward employers and the ability to get along with people as important to job success as are mechanical skills?

2. Is an organized program of information possible in an area vocational-technical school? Area vocational-technical

school instructors are certainly qualified to conduct such a program if student personnel specialists provide leadership and resources.

3. When will the information program be conducted? The information program should be an integral part of the instructional program. Most of the concepts identified as part of the Information Service can be reinforced during regular classes. To insure that an organized program of information is carried out, instructors will also need to set up certain time blocks to insure that all topics are covered in sufficient depth.

The Information Service has been organized into 36 one-hour group guidance units. As a part of each unit, the expected behavior which the student should acquire is identified. Then, activities through which the student may acquire this desired behavior are listed. Some of the activities which have been developed for the Information Service and which are being used in area schools are role playing sessions on expectations of employers and on job interviews; group discussions on how to find a job and on job entrance requirements; panel discussions on advancement possibilities in a given field, and on how personal habits can effect job success; and surveys of industry by students to determine local employment possibilities. Furthermore, each unit references sources to be consulted for additional information. Other aspects of the Information Service program include orientation programs for new students and a student handbook.

Responsibilities

Table 22 lists responsibilities of student personnel specialists and instructors.

Information Service Group Guidance Units

To accomplish the major objectives of the Information Service, a series of approximately 36 one-hour, group guidance units were developed in Georgia. The development of detailed group guidance lesson plans for use by an instructor in his unique setting seemed to be undesirable, if not impossible, but the planning of a systematic

Table 22

RESPONSIBILITIES OF INSTRUCTORS AND STUDENT PERSONNEL SPECIALISTS

Student Personnel Specialists	Instructors
1. Organize and supervise an orientation program for entering students.	1. Assist student personnel specialist in conducting orientation programs for entering students.
2. Plan and prepare a student handbook.	2. Disseminate information and materials in occupational, educational, and personal-social areas.
3. Conduct the necessary in-service programs needed to enable the instructors to perform their roles in the Information Service.	3. Develop and conduct an Occupational Information Service which becomes an integral and regular part of the instructional program.
4. Organize and conduct regularly scheduled meetings with the instructors for the purpose of allowing them to exchange ideas and experiences regarding the Information Service.	4. Plan activities and experiences for students that will enable them to gain understanding regarding occupational structure, potential jobs, attitudes, study skills, and other such topics. These activities might include: (a) assignments, (b) surveys of local industries, (c) field trips, (d) speakers, (e) student presentations, and (f) others.
5. Assist the instructors in acquiring the necessary resources for performing the Information Service such as adequate quantities of printed materials, speakers, and visual aids.	5. Actively involve the students in seeking out information through self-motivated initiative.
6. Assist the instructors with organizing and conducting activities through which students can acquire those concepts identified in the Information Service. These activities might include: (a) role playing, (b) group techniques, (c) surveys of local employers, (d) panel discussions, and (e) field trips.	6. Refer students who need special counseling to personnel specialists.
7. Assist the instructor in acquiring those group skills necessary to elicit student involvement in the Information Service program.	7. Share ideas and experiences with fellow instructors and seek out other experiences.
8. Work with instructors in evaluating the Information Service.	8. Experiment with new instructional ideas and methods and adopt these if they prove to be effective as well as discarding out-dated and ineffective instructional techniques.
9. Counsel with those students who need specialized assistance in synthesizing the information into an organized plan of action.	9. Evaluate the Information Service and suggest constructive changes to personnel specialists and the school director.

procedure for presenting certain materials seems both desirable and possible. Therefore, a series of lesson plan outlines for group guidance units were developed to assist teachers in implementing Information Services.

In the development of the group guidance units, the attitudes which should be developed by area school students were anticipated. Employers expect more than occupational skills, and it was with this fact in mind that these lesson plans were developed.

Outline of Group Guidance Units

Below is an outline of the entire series of units, which has been divided into six major sections.

I. How to explore a career field;

  A. How to determine the types of jobs available in a career field;

  B. How to evaluate the requirements and the nature of a job;

    1. Possibilities for advancement;

    2. Fringe benefits;

    3. Effects of job upon hobbies, civic group membership, politics, religious life, and friendships;

    4. Quality of working relationship among employees;

    5. Requirements of organized labor;

  C. How personal satisfaction affects the job;

  D. How to find out about military obligations and opportunities in the career field;

II. How to advance in school through organizing and planning;

  A. How to organize and plan;

B. How to take notes;

C. How to improve reading;

D. How to prepare for and take exams;

III. How to advance in a job;

A. How to overcome job frustrations;

B. How to develop good relations with supervisors, peers and subordinates;

C. How to develop good relations with customers, patients, and the general public;

D. How to avoid losing a job;

E. How to advance in a job through further education;

IV. How to enter a career field;

A. How to locate job vacancies;

1. Telephone (Yellow Pages);

2. Employment agencies;

3. Want ads;

4. Instructors:

5. Student personnel specialists or counselor;

6. Relatives;

7. Friends;

8. Lists of industries obtained from Chamber of Commerce or from Labor Department;

9. Feature articles on industries, businesses, and service institutions;
10. News articles on new industries, businesses, or service institutions;

B. How to prepare a resume';
  1. Information needed;
  2. Formats;
  3. Guidelines;
    a. Conciseness;
    b. Accuracy;
    c. Truthfulness;
    d. Neatness;
    e. Thoroughness;
    f. Positive approach;

C. How to write letters;
  1. Information;
  2. Formats;
  3. Guidelines;
    a. Paper;
    b. Envelopes;
    c. Return envelopes;
    d. Statement of purpose;
    e. Response to advertisements;

        - f. Methods of arousing interest;
        - g. Conciseness;
        - h. Accuracy;
        - i. Truthfulness;
        - j. Neatness;
        - k. Thoroughness;
        - l. Positive approach;
- D. How to fill out application form;
    - 1. Types of information requested;
    - 2. General guidelines;
        - a. Preparedness;
        - b. Legibility;
        - c. Neatness;
        - d. Thoroughness;
        - e. Truthfulness;
        - f. Accuracy;
- E. How to apply by telephone for interview;
    - 1. The voice as an index of character;
    - 2. Telephone manners and procedures;
    - 3. Planning;
        - a. Information to have available;

        - b. Questions to ask;
        - c. Timing of the call;
    - F. How to prepare for an interview;
        - 1. Development of a good resume';
        - 2. Investigation of the company;
        - 3. Investigation of the interviewer;
        - 4. Preparation for questions;
        - 5. Appearance;
        - 6. Materials to take: pen, note pad, and others;
    - G. How to interview;
        - 1. Promptness;
        - 2. Dress;
        - 3. Grooming;
        - 4. Knowledge of the company and the interviewer;
        - 5. Anticipation of questions;
        - 6. Cheerfulness;
        - 7. Manner of speaking: freedom, enthusiasm, sincerity;
        - 8. Courtesy;
        - 9. Cordiality;
    - H. How to get a job (summary);
- V. How to manage finances;
    - A. Budget planning;

B. Income tax return preparation;

VI. How to submit follow-up information.

Purposes of Group Guidance Units

"How to Explore a Career Field" is designed to help students to gain deeper knowledge of the occupational field into which they are entering. Their exploration will motivate some to study harder, and some may decide to change to another career field.

"How to advance in School by Organizing and Planning" emphasizes the improvement of study skills based upon the same principles which are followed in planning and executing jobs in the shop.

"How to Advance on a Job" deals with interpersonal relations--why one's ability to work with others is important to success in an occupation.

"How to Enter a Career Field" calls attention to the factors which are important in making contact with employers and in taking fullest advantage of one's assets.

"How to Manage Finances" covers the basic fundamentals of budgeting and income tax to help students avoid losing money through unwise buying or failure to compute taxes correctly.

"How to Submit Follow-up Information" informs students of follow-up forms which they receive in the fall following graduation. The unit stresses the usefulness of this information in informing prospective students of the advantage of area vocational-technical schools and in evaluating the school program.

Goals, Activities, and Resources of Group Guidance Units

The following outlines (Tables 23-27) present suggested goals, activities, and resources for each of the major groups of units.

Table 23

GROUP GUIDANCE SESSIONS ON HOW TO EXPLORE A CAREER FIELD

Goals	Activities	Resources
To assist student in developing: 1. Knowledge of what employers expect; 2. Knowledge of total range of occupational opportunities available - both horizontally and vertically; the range of entry jobs, the avenues of advancement, and the possibilities for changing from one job to another; 3. Knowledge of effects of technology on his occupational field; 4. Awareness of effects of defense spending on his occupational field; 5. Awareness of location of job openings - geographical mobility; 6. Awareness that changes can occur which will affect his field of work: The student becomes aware of the many factors that may cause him to change jobs many times during his lifetime; technological change is only one factor; 7. Awareness of the value of the job and of the style of life associated with the occupation; 8. Awareness of the role of work in a person's life;	1. Student research with report on the following: a. Local employment opportunities, "companies that will employ you." b. Types of job openings locally; c. Companies that may require employees to move geographically; d. Effects of changing technology on local industry; e. Type of contracts under which local industry operates; f. Avocations in community typically found by occupations; g. Typical advancement patterns in his occupation locally; h. Training offered by local companies; i. What has happened to alumni of his curriculum in his school (tabulating responses to follow-up questionnaire); j. Study state-wide figures from follow-up and state implications locally; 2. Role playing of situations involving knowledge of what employers expects of employees; a. Job Interview; b. Promotion Interview; c. "Lack of production" interview; d. Evaluation Interview (such as is done periodically in some companies);	1. Henry Borow, Man in a World At Work; 2. State Film Library; 3. Tapes developed to be used in role-playing situations; 4. Guidance Services Organization and Administration New York: McGraw-Hill, 1959. (See chapter on community opportunity by Dr. Reed.) 5. Instructors' unit in Appendix G.

Table 23 (Continued)

GROUP GUIDANCE SESSIONS ON HOW TO EXPLORE A CAREER FIELD

Goals	Activities	Resources
9. To create an awareness of occupational integrity--the values such as honesty, concern, pride in work, etc., which a man takes into his work; 10. To develop an appreciation of the value of his work to society and the personal satisfaction he gets from it; 11. To help students cope with job frustrations--productive and nonproductive ways of coping with common career frustrations--disadvantages of certain occupations; 12. To assist students in developing meaningful leisure time activities; 13. To help students understand vocational activities and opportunities; 14. To develop an acceptance of changes of career goals within the individual as he develops vocationally.	3. Field trip; 4. Presentation or development of graphical presentations of state-wide statistics; 5. Studying past history of an occupation to highlight changes that have taken place because of technical improvements or changes in technical complexity; 6. Displaying and rewarding good work to help students want to take pride in their work; 7. Counseling interview (similar to the evaluation interview in industry when a student is doing poor work)--assisting student through counseling to view himself realistically and to understand the quality of work he is doing; 8. Outside speakers (supervisors) discussing such topics as "Quality and Quantity of Work in the __________ Field."	

Table 24

GROUP GUIDANCE SESSION ON HOW TO ADVANCE IN SCHOOL BY ORGANIZING AND PLANNING

Goals	Activities	Resources
1. To develop an awareness that the school expects outside study and accepts responsibility for doing it; 2. To develop an awareness of study skills and techniques and effective methods of independent study; a. Desirable conditions of study; b. Effective note taking in classroom and laboratory; c. Reviewing notes; d. Reading technical material; (1) For facts; (2) For understanding; e. Listening; f. Preparing for and taking tests; g. Using test results as a guide to further study;	Extensive materials have been developed on the teaching of study skills, but most of it is for college work or for students who attend a special class on how to study. Activities and resources will need to be developed which can be incorporated into the present classes in area vocational-technical schools. Existing resources can be gathered by area schools in Georgia by contacting the state film library, the Publications and Information Service of the State Department of Education, the State Supervisor of Vocational Guidance, and the Guidance, Counseling and Testing Service of the State Department of Education. 1. Administering and interpreting Survey of Study Habits and Skills; 2. Identifying studying difficulties through group discussions, role playing ineffective and effective conditions for study; 3. Keeping a time budget of activities (including study time) for one week; 4. Discussing the above activities.	1. Test publishers; 2. Lass, A. & Wilson, E. The College Students Handbook, New York: David White, 1964 (See especially chapters 5, 6, 7, 8, 9, and 11); 3. Kelley, V. H. & Greene, H. H., Better Reading and Study Habits, New York: Harcourt, Brace and World.

Table 25

GROUP GUIDANCE SESSIONS ON HOW TO ADVANCE ON A JOB

Goals	Activities	Resources
1. To develop an awareness and acceptance of expected behavior in his occupational field; a. Grooming; (1) Dress; (2) Cleanliness; b. Speech; c. Health habits; d. Manners; (1) Courtesy; (2) Respect; (3) Personal conduct; (4) Honesty; e. Pride in job well done (Day's work for day's pay); f. Promptness; g. Cooperation; 2. To develop a desirable attitude conducive to the varying situations in which the individual finds himself; 3. To develop awareness of consequences of general nonconformity to accepted practices of personal habits and behavior;	1. Lecture-discussion; 2. Audio-visual aids (bulletin boards); 3. Student survey of men employed in field; 4. Speakers from industry or from professional and technical association; 5. Directed Student Rating Scale; 6. Student Self-Rating Scale; 7. Assigned reading (S.R.A. Adjustment Booklets) or student presentations (panels, etc.); 8. Class discussion (full hour) of goal number 3; 9. Group Guidance: A student-centered session in which students outline their concerns and then follow through on getting information; 10. Role play a service call; 11. Have shop clean-up sessions and discuss attitudes; 12. Role play a customer complaint; 13. Recount actual experiences; a. Instructor; b. Students working part-time;	1. S.R.A. Material; 2. Your Attitude Is Showing (S.R.A.); 3. State Film Catalog; 4. Guidance Associates, Pleasantville, N. Y.; 5. Local Labor Department; 6. Professional and technical associations, unions, etc.; 7. Local men employed in the occupation; 8. A.P.G.A. and N.V.G.A.; 9. Instructor's unit on "Developing Interpersonal Relations and Positive Mental Attitudes" included as appendix H; 10. Director of training opportunities; 11. Home Study Council; 12. College catalogs; 13. Area school catalogs; 14. Business schools; 15. List of schools approved for verterans training; 16. National Association of Training Directors;

Table 25 (Continued)

GROUP GUIDANCE SESSIONS ON HOW TO ADVANCE ON A JOB

Goals	Activities	Resources
4. To develop understandings, insights, and skills in working with peers, customers, subordinates, and the public and superiors a. Realistic self-image; b. Team spirit; 1. Willingness to help other to avoid mistakes; 2. Willingness to let others along; c. Consideration for property and rights of others; d. Ability to put other person's feelings above your own; e. Ability to handle criticism (whether constructive or not; whether justified or not); f. General courtesy; g. Knowledge of employer (or supervisor) expectations; h. Knowledge of public's expectations; i. Knowledge of employee expectations (when person becomes a supervisor); j. Ability to visualize how his actions will affect self, superiors, co-workers, subordinate, customers, and public;	14. Group project with student observer and post-critique; 15. Actual work experience ("line jobs") with customer; 16. Referral and cooperation techniques in school; 17. Counseling Interview; 18. Panel of former students; 19. Conduct follow-up studies carried out by students; 20. Make materials available to students (There are two ways to help get them to use it); (a) Have file of material in each curriculum; or (b) Have index file in each classroom; direct students to central file.	17. Industrial Relations Associations; 18. National Association of Manufacturers; 19. Other local trade and industrial associations such as National Association of Metals; 20. Directory of Professional and Technical Associations; 21. Brochure by teacher recruitment agency of state department of education.
5. To help student develop the ability to understand a situation from the other person's viewpoint; or to help the student develop an ability to look at the other person's viewpoint from his frame of reference;		

Table 25 (Continued)

GROUP GUIDANCE SESSIONS ON HOW TO ADVANCE ON A JOB

Goals	Activities	Resources
6. To help students become aware of all educational opportunities in the school--including additional (extension) courses that he can take after graduation to keep his training current;		
7. To create an awareness of the need for continuing education (need for job advancement through continuous education);		
8. To provide information of other types of educational opportunities (catalogs from colleges and other AVTS in state, correspondence, industry, private schools, military, etc.);		
9. To familiarize students with standards for evaluating training programs and selecting a school (refer to booklet by A.P.G.A.);		
10. To provide information concerning financial aid available.		

Table 26

GROUP GUIDANCE SESSIONS ON HOW TO ENTER A CAREER FIELD

Goals	Activities	Resources
1. Aid each student in developing a pattern of "job finding" behavior at least comparable to his acquired skills so that he will be able to independently locate the jobs suitable to his ability and training; 2. Acquaint each student with the school competencies necessary to enter into and advance on the best job for him; 3. Aid each student in acquiring a sense of pride and confidence in himself by knowing what steps to take in securing the right job for himself; 4. Provide opportunities and experiences for each student to equip him with procedures he might use in evaluating companies, job offers and related benefits; 5. Acquaint each student with possible sources of information regarding occupational outlook in the world of work.	1. Mock situations: a. Have personnel men from one or more companies receive letters of application, application forms, and resumes' from students and evaluate these with the students; b. Have several personnel men and supervisors interview students during a class with other students observing; criticize the interviews; c. Have several personnel men or supervisors demonstrate with students before class the way in which telephone requests for interviews are handled; 2. Student projects and reports: a. Have two students interview recruiting officers of military services and report to class; b. Have a survey made of job opportunities in a community; c. Have students evaluate companies and report to class; d. Have students evaluate job possibilities and report to class; 3. Displays and student discussions.	(See unit in Appendix I)

Table 27

GROUP GUIDANCE SESSIONS ON HOW TO MANAGE YOUR FINANCES

Goals	Activities	Resources
1. To help student become aware of methods of budget planning: a. Loans, time payment plans; b. Insurance, savings, investments, etc.; c. Principles of sensible purchasing for home and family;	1. Personnel specialist provides instructors with materials or mimeographed lists of references so that instructors can pass out such information as needed;	1. Insurance companies;
2. To create an awareness of federal, state, and local programs: a. Social security; b. Medicare; c. Unemployment Insurance; d. Disability; e. Retirement f. Children and family services;	2. School may provide a block of time (hour per week) for discussing such topics;	2. Local government agencies;
3. To provide information concerning family life and living: a. Sex and birth control; b. Family responsibilities; c. Relatives, especially problems relating to care of the ageing; d. Child rearing practices.	3. Utilize panel discussions to disseminate information relative to government programs; students should be appointed to become thoroughly famliar with the programs and serve as panel members; buzz groups and/or group discussions should follow the presentation;	3. Family Service Bureau of County Health or Welfare Department;
	4. Role-play conflicted situations in family living; these situations may be identified through group discussions, written questions (placed in a suggestion box), or survey questionnaires;	4. Magazines such as Changing Times; Parents Magazines; Family Living; Reader's Digest;
	5. Provide a display of material which students may browse through during lunch or between classes; if the materials are free a "Take one" sign may indicate that they may keep the copy;	

Sample Lesson Plans for Group Guidance Units

Three samples of the 36 group guidance unit lesson plans developed in Georgia follow (tables 28-30). They are not finished products, but are intended rather to stimulate thinking and thereby assist instructors to develop the sessions. Several things should be noted regarding the plans: (1) the materials presented in these lesson plans are not new; most instructors are already including these items in their current lesson plans; (2) it is not expected that these lesson plans will be implemented in their entirety in any one year; (3) the lesson plans are designed to be used as guides; (4) each instructor will have to draw from his own experiences and background in the development of effective lesson plans.

The basic purpose of vocational-technical schools is providing opportunities for persons to develop skills and to be employed. While potential employers seem to stress occupational skills above all else, the fact is that job satisfaction, promotion, and mobility depend as much on personal traits, work attitude, general impressions, and ability to relate to other people as on skill to perform a task. As many studies indicate, employers want employees who have developed competencies in these many areas. Inability to secure a job and advance in a career field is more directly related to the "intangibles" mentioned above than to the lack of the skills to perform the tasks.

Consequently, the instructor is as concerned with the types of student development covered by this series of lesson plans as he is with helping the student develop job skills.

Notice that the lesson plans are written on a how-to-do basis. It should also be noted that each lesson plan has specific objectives or goals that are to be accomplished, each written in terms of student behavior. These are, by no means, a complete list of objectives, and each instructor should feel free to delete, add, or change any of these objectives to accomplish his requirements.

The lesson plans are designed to actively involve the students in learning experiences related to their vocational or career field. For this reason, it is suggested that the instructor is the logical and most appropriate person to assist the students in developing competencies in these areas and to evaluate the degree to which the objectives for each lesson have been met.

Table 28

SAMPLE LESSON OUTLINE

Title: How to Evaluate Job Requirements and Nature of Job

Objectives:

1. The student evaluates possibilities for advancement.
2. The student becomes aware of fringe benefits associated with the job.
3. The student evaluates effect of the job upon hobbies, civic group membership, politics, religious life, and friendships.
4. The student evaluates the quality of working relationships among employees.
5. The student learns about requirements of organized labor.

Procedure: Prior to the class meeting, the instructor divides the class into several groups of three or four members each. Each group is asked to do research on a specific job and to find out the job requirements and nature of the job. They are allowed a few minutes at the end of the class for several days to work together on this assignment.

Activities:

1. Each group of students has a panel discussion on the job researched.
2. In each panel discussion the following subjects are discussed:
   - a. Possibilities for advancement;
   - b. Fringe benefits;
   - c. Effect of job upon hobbies, civic group membership, politics, religious life, friendships;
   - d. Quality of working relationship among employees;
   - e. Requirements of organized labor.

Other Suggested Activities:

1. Role playing;
2. Film or film strips;
3. Guest Speaker;
4. Taped interviews;
5. Buzz groups.

Resources and References:

References and complete addresses can be secured from the NVGA Bibliography of Current Occupational Literature, 1966 Edition. This booklet may be obtained from the American Personnel and Guidance Association, 1605 New Hampshire Avenue, N. W., Washington, D. C. 2009, for $1.00. Another resource is the Guide to Free Occupational Literature, by Thomas L. Harris which is available from the Office of Instructional Services, State Department of Education, Atlanta, Georgia.

Table 29

SAMPLE LESSON OUTLINE

Title: How to Fulfill Military Obligations and Take Advantage of Opportunities in Military Service

Purpose: To bring to each male draft-age student the information necessary for understanding the Selective Service Act of 1955.

Objectives: First Hour:

1. The student becomes acquainted with his military obligations under the Selective Service Act of 1955.
2. The student becomes acquainted with the differences among the three branches of military services under the Selective Service Act: Army, Navy, and Air Force.

Second Hour:

1. The student becomes acquainted with educational opportunities in the three branches of military services.
2. The student becomes acquainted with advantages and disadvantages of Researve status and Regular status.

Procedures:

Motivation: Every young man faces an automatic military lien against six years of his life under the Selective Service Act of 1955.

Approach: Request the nearest recruiting services of the three branches of military service to present this two-hour period of instruction. Present a copy of this lesson plan to each recruiting representative several days in advance so they can adapt their presentations to it. Have visual equipment ready for their use and inform them of its availability.

Activities:

1. One representative explains the Selective Service Act to the group.
2. Each representative explains the policies and procedures of his branch of service under this act.

3. Ten minutes of each hour are allowed for a question-and-answer period; representatives act as a panel.
4. Each representative summarizes for his branch of service at the end of the second hour.

Resources & References:

The nearest recruiting office will be eager to assist in this presentation. They have many visual aids and training devices at their disposal and are trained in the proper use of them. They will have hand-out brochures, displays, and other resources for each branch of service. The booklet The Armed Forces and My Life Plans, available from Recruiting Services, is helpful. Other information may be obtained from the High School News Service, Great Lakes, Illinois.

Table 30

SAMPLE LESSON OUTLINE

Title: How to Take Notes

Objectives:

1. The student learns the importance of taking good notes.
2. The student learns to use his notes most effectively.

Procedures:

1. The instructor introduces the lesson.
2. He discusses the following functions of good notes:
   a. They help in understanding the teacher's plan.
   b. They help in remembering important points longer and with greater accuracy.
   c. They help in preparing an outline for complete courses.
   d. They help in reviewing for examination.
3. He explains how to take usuable notes, as follows:
   a. Study the subject before class in order to have a general idea of what is to be discussed.
   b. Sit in a place where you can see and hear what is going on.
   c. Make notes clear and concise. Be brief; don't write too much.
   d. Do not try to use exact words. Write what is said in your own words. Use abbreviations whenever possible but use them consistently. Put down in full only such things as the following: references, definitions, formulas, direct quotations, and specific facts.
   e. If you miss a point, don't stop at the moment to recover it. Leave a blank space and get it later from someone else.
   f. Use these cues in spotting important points: title and introductory remarks, repetition of main ideas, summaries, key words, voice inflections, and use of transitional words such as "besides," "therefore," and "but".

g. Revise and review notes as soon as possible after class.
   (1) Underline all main points, preferably using a colored pencil.
   (2) Do not completely rewrite your notes. Try to organize your notes the first time.

h. Use an 8 1/2 x 11 loose leaf notebook or a type of notebook that will enable you to keep your notes in a safe place.

i. The suggestions referring to organization, briefness, and use of own words apply equally well to notes made from your text or outside readings.

j. Research reveals that outlining is superior to underlining. However, marginal notations might be used effectively if you use a set of symbols which would serve as a form of outline. Thus, marginal notations which take much less time to make than underlining can both help you in organizing the material while you are reading and also aid you in outlining it afterward.

Activities:

1. The students participate in a class discussion concerning techniques of taking good notes.
2. As a follow-up to this lesson the instructor periodically takes up the students notebooks and check them on their note-taking ability.

Other Suggested Activities:

1. Films and film strips;
2. Panel discussions;
3. Buzz groups;
4. Guest speakers.

Resources and References:

Contact retail outlets such as Chronicle Guidance and SRA for their materials.

Stress is placed on the involvement of students through activities with group sessions, i.e., discussions, buzz groups, panels, and role-playing. It is assumed that students do not feel truly involved unless they actively participate, and that participation is encouraged in an accepting atmosphere where group procedures are used and where a variety of techniques are introduced. If the instructor can perceive himself as a resource person to his class in helping student secure and utilize the information which these lessons are designed to provide, then involvement will be facilitated.

The procedures listed in each lesson plan are merely suggestions. They should be modified to meet the needs of the classes for each occupational area. Due to the varying length of the courses, the number of lesson plans presented will have to be adjusted to include those topics which are most beneficial to the students.

Implementation of the group guidance units should be based upon two major principles. First, students cannot learn these intangible attitudes and understandings by having instructors merely tell them that they should do certain things or act a particular way. The only way students can develop the attitudes listed in the objectives is through active involvement, both in learning and in planning of the learning activities. For example, if instructors tell students what employers expect of them, the students may sleep through class. However, if instructors ask them how they could find out what employers expect, some of them may suggest some ways they can learn the answer. And if they actually interview some employers the experience will be meaningful and memorable.

Each of the group guidance sessions deals with a learning problem of this nature. If students are given an opportunity to plan the learning experience and then to be actively involved in it, they are more likely to learn and to acquire new attitudes.

Second, the acquisition of desirable attitudes should be reinforced daily. Students cannot learn attitudes during one hour a week if during the rest of the week instructors do not emphasize them. Instructors can set examples with customers coming into their shops and can create a good attitude toward a work setting in their laboratory. Instructors must also work well with one another and take pride in doing a good job. These attitudes have to be continually reinforced if students are to learn from them.

To implement the Information Service, student personnel specialists in each school should meet with the instructors on a monthly basis to make plans for their particular school. Then, as instructors and personnel specialists work to implement the group guidance units, they can refine them, and at the end of the year each school can have an Information Service consisting of a series of group guidance units which assist students to develop the kinds of attitudes and understandings that are essential for successful employment in the world of work.

Orientation of New Students

Definition of Orientation

Orientation is a learning process which promotes mutual understanding between students and faculty for the purpose of assisting a student in his adaptation to the area vocational-technical school. Effective orientation is an integral part of an educational program, and is recognized as one of the basic personnel services for which definite provisions must be made. Orientation is designed to assist students to become better acquainted with the many facets of their new environment, and is, in one sense, not only an adjustment to a new school or job but also a lifelong process.

With the many and rapid changes taking place in our society, many persons now need continual orientation and reorientation. They need to acquire the attitudes, understandings, and skills which enable them to meet and utilize new situations effectively at every stage in living. However, for the purposes of this chapter, "orientation" refers only to activities conducted with new vocational-technical students. The broader function of assisting students to gain adequate perspectives on the world of work is considered the work of the Information Service as a whole.

Another aspect of orientation is the sharing of experience and learning together among new students, the staff, and the student body in the area vocational-technical school. One might say that orientation is a mutual process of learning on the part of new students, the staff, and student body of the school, whereby each group becomes better acquainted with the others and each participates in an ongoing process which will help the new student to become an effectively functioning part of the school and will help the school stay responsive to the needs of a changing student body. Orientation activities can provide many opportunities to broaden information and viewpoints. Orientation can improve communication and cooperation, thereby helping the faculty and students in working toward appropriate goals.

It is natural that, many times, a person feels lonely and insecure in a new and unfamiliar situation. It is a purpose of orientation to help minimize these feelings and their resulting frustrations. Most schools organize a series of activities designed to help new students to become acquainted with the school, to understand the structure of courses and requirements, to learn about school customes, to become acquainted with one another, and to develop a sense of purpose and "belonging."

Providing for orientation of new students is not a recently devised procedure. School officials have recognized for many years the need for helping new students make adjustments. The present view of orientation is that it is a necessary service, paying dividends in helping the student adjust to the school and the school adjust to the needs of the student body. It is well known that students who are out of adjustment with their school environment make less progress than might be expected. Students need help in developing attitudes and skills which are essential for success in the area vocational-technical school.

Orientation to post-high school life is a responsibility of both the high school and the area vocational-technical school. Preliminary testing programs, visitation by students and faculties of the high schools and the area schools, and exchanges of information of several types require cooperation between the two schools.

Orientation should reach all students. The increasing mobility of our population will continue to be a major factor in increasing the number of students who enter courses at various times throughout the school year. The orientation service should make provisions to reach these new students as well as those who are enrolled for night classes or in other part-time arrangements.

Orientation should be planned to assist students having a variety of concerns. In area vocational-technical schools, the student body will be more heterogeneous than student bodies of the secon dary schools. Greater ranges in ages and differences in cultural and social values will be present, and students will need help in making a wide variety of adjustments.

Overview of Orientation Topics

A list of other topics which are generally considered in orientation is as follows:

Purposes of vocational-technical training;
School plant;
Rules and regulations;
Purposes and values of curricula offered;
Student organizations;
Faculty;
Community;
Use of time;
Conduct and etiquette;
Study skills;
Use of special services;
Personal responsibility;
Vocational planning;
Self awareness.

It is apparent, from the above list of topics, that orientation is concerned with both facts and attitudes. Orientation helps students develop attitudes for self-understanding and self-direction.

Orientation Techniques

In dealing with the topics above, orientation may use some or all of the techniques below:

New student day - A "new student day" provides time for handling such administrative problems as registration and testing, and for initially acquainting the new students with the faculty and school environment.

Student guides - Student guides, assigned to groups of new students, can assist with problems of orientation. New students are less hesitant to ask questions of other students.

Student handbooks - Most of the factual information needed by newcomers can be provided in a well planned handbook.

Welcome letter - A letter to the new student or transfer student from a school official or a student leader helps the incoming student to feel wanted and expected.

Get-acquainted party - A party or reception helps new students to get acquainted and feel that they belong.

The information booth - An information booth staffed with student leaders can be set up during the first week of school to answer questions for new students. It is an indication to these students that they are not expected to know everything the first few days in the new school.

Get-acquainted interview - A scheduled interview between a student personnel specialist and the new student gives the counselor an opportunity to explain the services available to the student and to gain some idea of the expectations of the new student.

Open house - The open house can be used to familiarize parents and prospective students with the areas of study, physical plant, and extra-curricular activities.

Evaluation

If the orientation service is to be based firmly on the present needs of the student body, continuous and systematic appraisal is needed. The major purpose of evaluation is to check on the effectiveness of the procedures so that changes can be made in order to improve the orientation service. Evaluation should reveal whether or not the experiences most needed by students, faculty, and parents are being offered.

Preliminary Activities

Suggested activities leading to a two-day orientation program for new students are listed below and a sample agenda is given.

Activities During Early Summer - By the middle of June, student personnel specialists should send new student a letter pertaining to registration and an outline of the fees he must pay to enroll. Students will then have the summer to arrange funds for the first quarter.

Activities During August - Each new student should be provided the following items approximately two weeks before the beginning of school:

1. Welcome letter signed by instructor;
2. Follow-up report of former students;
3. Planned agenda for the orientation program;
4. A statement concerning supply fees and date by which payment is to be made;
5. Details of the approximate cost of books and payment date;
6. A statement concerning the cost of incidental supplies (such as locker deposit and lab wear cost) and date for payment.

Each former student should receive the following items approximately two weeks before the beginning of school;

1. "Welcome back" letter signed by instructor;
2. Reporting date for registration;
3. Details of cost of books;
4. Details of cost of supply fees and incidental supplies with date for payment.

An orientation packet containing the following items should be prepared for each student:

1. Agenda;
2. Follow-up study;
3. Copy of mimeographed paper "What is Vocational-Technical Education?" (See notes following agenda.)

4. Handbook (distributed at the end of first day of orientation);
5. Study guides;
6. Printed notes on job placement and the purposes of orientation;
7. Other information as needed.

Orientation and Registration Agenda for First day (new students)

The first-day agenda provided to new students in the orientation packet may be similar to the following:

8:30 a.m. - 9:00 a.m.	Welcome by Director, Assistant Director, and Coordinator of Student Personnel Services. Introduction of all staff members.
9:00 a.m. - 9:45 a.m.	Students report to respective areas to discuss with the instructor "What is vocational-technical education?", follow-up studies on former students, purposes of an orientation program, etc. (See note 1.)
9:45 a.m. - 10:15 a.m.	Students discuss with instructor "Attitudes and Habits I Need to Develop While in Training." (See note 2.)
10:15 a.m. - 10:45 a.m.	Coke or coffee break (instructors present)
10:45 a.m. - 11:45 a.m.	Students meet in departments to hear a talk delivered by a former student who is successful in his field, or by an employer who has employed school graduates, preferably a 15 to 30 minutes talk followed by a 30 minute question-and-answer session. (See note 3.)

11:45 a.m. - 12:45 p.m.	Lunch
12:45 p.m. - 3:15 p.m.	Round-robin tour of building and facilities. (See note 4.)
3:15 p.m. - 3:30 p.m.	Students assemble in respective areas and go over plans for second day. Pass out student handbook so that students will have time to study and read it before the next day's session.

Agenda for Second Day (returning students at 1:00 P. M.)

The second-day agenda provided for new students may be similar to the one below. Returning students need only the agenda for the second day.

8:30 a.m - 9:45 a.m.	New students report to designated areas and go over handbook. (See note 5.)
9:45 a.m. - 10:15 a.m.	New students fill out personal history questionnaire and request II-S Deferment by the Selective Service System. Familiarize students with school organizations.
10:15 a.m. - 10:35 a.m.	Coffee or coke break
10:35 a.m. - 12:15 p.m.	Each instructor discusses with new students: expected dress for classroom or lab work, expected behavior and attitude during class and lab work, time classes begin, breaks, lunch, end of classes of school day, work students expected to do in class and after class, keeping of notebooks, different phases of work to be taken up, and first assignments. Each instructor explains: that students are to pay for lost or damaged tools and equipment, the

	grading system and the method of evaluating shop or classroom work, means of arriving at overall grade, shop rules, how absenteeism will affect a student's status in the course, how the student gets an absence excused, and any other information that will help the student understand what is expected of him. (See note 6.)
12:15 p.m. - 1:00 p.m.	Lunch
	Returning students report for registration.
1:00 p.m. - 3:30 p.m.	Registration, issuing of tools, purchasing of books. (See note 7.)
3:30 p.m. - 5:30 p.m.	Testing arranged for all students who missed the entrance test.

Notes to Accompany Agenda

NOTE 1 - WHAT IS VOCATIONAL-TECHNICAL EDUCATION? Vocational-technical education is a very inclusive term which, viewed broadly, may cover all those experiences whereby an individual learns to carry on successfully any useful occupation. In a narrower sense, vocational-technical education may be defined as a series of controlled and organized experiences arranged to prepare a person for socially useful employment.

WHAT IS THE DIFFERENCE BETWEEN A VOCATIONAL-TECHNICAL SCHOOL AND A COLLEGE? The primary difference is that a vocational-technical school offers courses that are less theoretical and more practical than a college. The main area of operation of the technician is in APPLIED TECHNOLOGY-- the how of doing it. A college is primarily involved in the theory-- the why of doing it.

WHAT IS AN ORIENTATION PROGRAM AND WHAT ARE THE NEEDS AND PURPOSES OF AN ORIENTATION PROGRAM? It is a program designed to help you adjust to a new environment before the more serious and consuming aspects of the classroom are faced. Orientation is a learning process that promotes mutual understanding between you and our faculty for the purpose of assisting you in adapting to the area vocational-technical school. Orientation is designed to assist you to become better acquainted with the many parts of your new environment.

The purpose of orientation is immediate for the new school situation and long-range for the continuous orientation for changing situations throughout life. If you keep both viewpoints in mind you will be preparing in an important way for success within the school and will be learning about the opportunities and responsibilities of the life in which you will soon participate as a worker, a citizen, and a member of a family group.

In conclusion we might say that orientation is a mutual process of learning by new students, staff, and the student body of the school. Each group becomes better acquainted with the other. Each person participates in an on-going process which helps him to bcome an effectively functioning part of the school and which helps the school to stay responsive to the needs of a changing student body.

NOTE 2 - ATTITUDES AND HABITS I NEED TO DEVELOP WHILE IN TRAINING:

1. Being able to work with others;
2. Being able to take constructive criticism;
3. Being able to assume responsibility;
4. Being polite and courteous since I will make my living by depending upon the public;
5. Being punctual and keeping appointments.
6. Being able to take as well as give orders;
7. Keeping tools clean and orderly;
8. Keeping good personal appearance;
9. Taking pride in my work;
10. Being systematic and thorough with my work;

11. Utilizing my spare time effectively;
12. Developing good study habits;
13. Viewing the customer as an important person;
14. Being self-confident;
15. Being interested in the needs of prospective employers;
16. Others.

NOTE 3 - This talk should be by an interesting speaker since a boring speaker could dampen the student's desire for his training. The speaker should be outgoing and able to get a discussion started. Talk could be limited to 15 or 30 minutes and remaining time used as a question-and-answer period. An outline of some topics that could be covered is provided below:

1. Job entrance requirements (training);
2. Hours on job;
3. Pay (including starting and advancement possibilities);
4. Fringe benefits offered;
5. Working conditions;
6. Union requirements;
7. Appearance of person seeking employment from employer;
8. Job description;
9. Pride in workmanship;
10. Importance of training and education.

NOTE 4 - A tour allowing every new student to visit each training area in the school for approximately 30 minutes is recommended. Instructors will need to cover in this time: occupational opportunities, course of study, aptitudes required, salaries of graduates, length of course, aim of course, and tour of shop. Counselor should also have 30 minutes with each group of students in which to discuss placement, financial aid, counseling, follow-up, testing, and admissions. Counselor can also use this time to stimulate interest in occupational information and to discuss the importance of furthering education in area schools. He can also cover student deferments, military obligations, and the work-study program.

NOTE 5 - At this time several parts of the handbook will need to be called to the student's attention:

1. Calendar of activities;
2. Insurance;
3. Grading system;
4. Date report slips will be issued;
5. How report slips will be issued;
6. Probation status;
7. Graduation requirements;
8. All rules and general policies;
9. Activity card and its function;
10. Fees and method of payment;
11. Lost and found;
12. Visitors;
13. Financial aid;
14. Tool breakage and damage;
15. Others which the staff feels need mentioning.

NOTE 6 - Each instructor will need to go over the following in detail with his students:

1. Expected dress in classroom and shop;
2. Expected behavior in classroom and shop;
3. Time classes begin;
4. Lunch period;
5. Authorized breaks;
6. End of classes;
7. Work expected of students in shop and classroom and work expected after-class hours;
8. Keeping of notebooks;
9. Different phases of work and when each phase will be taken up;
10. Lost or damaged tools and equipment;
11. Methods of evaluating shop work and classroom;
12. Grading system to include means of arriving at overall grades;
13. Shop rules. (School rules will be posted on bulletin board in shop and classroom and will be in student's handbook.) Instructors may find it necessary or convenient to post their own shop rules in more detail. An example is "no student operates machine 10 without approval of instructor." Shop rules should be mimeographed and each student given a copy;
14. Absenteeism and its effect upon class and shop work;
15. How an absence is excused;
16. Shop work system (job assignment in shop);

17. Any other information which will help the student understand what is expected of him;

18. Importance of buying school insurance;

19. Field trips planned by class to industry.

NOTE 7 - Registration can be handled in each departmental area with the students reporting to the business office to pay supply fees. Individual schools will differ in how they carry out registration and the issuing of tools.

The Student Handbook

Purposes

The primary purposes of a student handbook are to provide factual content needed by newcomers, to assist new students in identifying themselves with the school, and to promote pride in the school. For the school which is restricting the distribution of the school catalog, a comprehensive handbook may be needed, one suitable for use in recruiting and as a comprehensive reference for enrolled students from entrance until graduation. Probably, very few schools would attempt a handbook as extensive as presented in the comprehensive outline below. A shorter minimum content outline is also given.

Most schools are expected to prefer a compromise between these two outlines to suit local purposes and uses. It is assumed that a handbook based on the minimum outline would be used if the handbook was intended for use only for the purpose of orienting new students to the school. Other publications should be available for student reference in that case.

Responsibilities for Publishing

The Director of Student Personnel Services should take responsibility for getting the handbook published. The Director of the school can show his support by suggesting sources of local funds and by making information available to the student personnel specialist. Students can probably be found who have the ability to do good work and who would enjoy writing and planning the book in keeping with guidelines suggested by the Director of Student Personnel Services. High school counselors may also assist in developing and revising student handbooks.

Procedures for Publishing

The first step toward a handbook should be duplicating the information in mimeographed form. This material should be tried and revised before printing a bound booklet. Schools which do not yet have a handbook may follow one of the outlines below or a modification of the suggested outline, to develop appropriate materials.

Distribution and Content

If the handbook is given only to new students there is no need to include such topics as the purpose of vocational-technical education, curricula offered, and information on the local community, because these topics can be covered during orientation. However, if the handbook is to serve as a general public relations piece for other groups, the contents and layout will have to be planned accordingly. The content outline below must be modified to meet local needs. A handbook based upon a modification of this outline may be found in Appendix J.

Content of Comprehensive Handbook

I. Front Cover: Name of school and of book;

II. Identifying data (on title page);
    A. School year;
    B. Name of student handbook;
    C. Name of school;
        1. Street address;
        2. City and state, zip code;
        3. Phone number;

III. Welcome statements;
    A. Director;
    B. Shop Supervisor or Assistant Director;
    C. Coordinator of Student Services;
    D. President of Student Council;

IV. Table of contents;

V. General school information;
  A. History;
  B. Controlling agencies;
  C. Advisory committee relationship to school;
  D. Purposes and objectives of school;
  E. Admission requirements;
    1. Suggested courses for students while in high school;
    2. Programs for admitting students while in high school;
    3. Admission procedures;
    4. Time limit on changing courses within school;

VI. Day, full-time staff and faculty directory;
  A. Administrative staff;
    1. Director;
    2. Assistant Directors;
    3. Shop or Instructional Supervisors;
    4. Director(s) of Student Personnel Services;
    5. Secretaries;
  B. Faculty, by courses taught;
    1. Name;
    2. Courses taught (if department head, so stated);
    3. Title and length of course;
  C. Custodial staff;

VII. Other training programs;
  A. Listing of preparatory curricula offered at night;
  B. Description and length of typical extension courses;
  C. Description and length of on-the-job training programs;

VIII. School day and school calendar (may be foldout in middle of book and may include blank class schedule forms for use by student each trimester);

IX. Academic policies;
  A. Probation and dismissal policies;
  B. Withdrawal policies;
  C. Attendance regulations;
  D. Reinstatement of student;
  E. Grading system and dates reports are issued;
  F. Advance standing;
  G. Types of certificates;
  H. Procedures for changing curricula;
  I. Graduation requirements and exercises;

- X. Fees and methods of payment;

- XI. General procedures for students;
  - A. Activity cards;
  - B. Locks and lockers;
  - C. Lost and found;
  - D. Telephone calls;
  - E. Fire drills, civil defense, and disaster plans;
  - F. Parking;
  - G. Automobile registration;
  - H. Leaving school during class;
  - I. Visitors;
  - J. Personal tools and equipment;
  - K. Snack bar;
  - L. Homework and outside assignment;
  - M. Personal appearance and cleanliness;
  - N. Safety;
  - O. Conduct;

- XII. Whom to see about what (cartoon or diagram);
  - A. Student affairs;
  - B. Academic problems;
  - C. Counseling;
  - D. Schedule change;
  - E. Withdrawal;
  - F. Insurance and accidents;
  - G. Housing;
  - H. Class rings;
  - I. Extension courses;
  - J. Job placement;
  - K. Selective service information;
  - L. Textbooks;

- XIII. Map of building;

Content of Minimum Handbook

- I. Cover;
  - A. School name and address;
  - B. Year;
  - C. Name of handbook;

II. Basic facts about school;

III. Listing of preparatory programs and instructors;

IV. Administrative staff;

V. Office staff;

VI. Student conduct;
    A. General;
    B. Specific;

VII. Schedule of classes and yearly calendar;

VIII. Academic regulations;
    A. Attendance;
    B. Reinstatement of dismissed students;
    C. Grading system;

FURTHER DEVELOPMENTS NEEDED

In order to improve Information Services, research is needed to answer such questions as the following:

1. Can area vocational-technical schools establish a methodology for accurately assesing local labor market conditions?
2. How can group guidance units and procedures be evaluated?
3. What is the possibility of establishing a state center of career research for providing up-to-date information on economic and occupational needs and trends?

SUMMARY

An Information Service which is incorporated into the instructional program in area vocational-technical schools will enhance the schools' ability to train students who not only can enter into the world of work but who are able also to adjust to its fluctuations.

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GRANT NO. OE-6-85-059

DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

Volume II

DECEMBER 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION
BUREAU OF RESEARCH

Final Report

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Volume II

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Chapter VIII

JOB PLACEMENT

INTRODUCTION

The success of the area school program is directly dependent upon both the extent to which students are prepared for and are assisted in planning and implementing their next step after leaving the area school.

The movement of an individual from the area school to work is too important to be left to chance. The activities provided by the school to facilitate transition to the next step should be more than a means of matching students and employers. They should, rather, assist each student in the development of a "model" or "pattern of skills, attitudes and understandings" which will be effective in locating the best job for him, and one in which he will be successful in adjusting to the world of work. Accepting this approach brings into consideration both the depth and the long-range purpose involved in the process of movement from school to the next step, and includes accepting the responsibility of assisting the student in the clarification of his education-occupation goals, in providing insight about the labor market as related to his job area, in evaluating his qualifications and abilities in terms of a job opportunity, and in developing the flexibility of adjusting to a fluctuating society. Assisting each individual in making the best possible transition from school to work will require an organized, total-school effort.

RATIONALE

Should an area school be concerned with the transition of its students from school to work? If a graduate is to become employed in a position suited to his achievements and personality, he must be assisted toward clarification of his goals, summarization of his salable skills and personal qualities, and exploration of the possible markets. Only when such help is given through an effective job placement program has the school taken the final step toward its ultimate goal, the linking of a potential employee with employment satisfying to both him and his employers. An examination of the responsibility of the school, the characteristics and needs of students enrolled and the nature and complexity of today's society reveal the need for an organized and systematic program of job placement.

Responsibility of the School

Vocational graduates, left on their own to make a transition from the school into an occupation, often obtain employment which is not commenserate with the training they have received. If it is believed that the purpose of vocational schools is to provide occupational skills needed for an individual to enter the world of work, and to pursue a chosen occupation, it must also surely be believed that establishing a program for bringing students and potential employers together is needed. A strong job placement program can serve as a vital link in the student's completion of successful occupational training and should be pursued by school personnel with the same vigor, organization, and high quality used in the school to provide individual students with specific occupational skills.

The purpose of vocational-technical schools is not merely to prepare a person for specific jobs in business and industry, but to also train people to make their own decisions and to adjust to the future regardless of the changes which confront them. In recent years there have been many reports of workers who had job skills but who were unwilling to move to where the jobs were located. Students must be assisted in looking into the future and in examining possible alternatives which may confront them.

Many vocational and public school educators would turn job placement over to some other agency outside of education, but there are several reasons why an area school should accept the responsibility for job placement. First, it is impossible for area schools to separate a good job placement program from a good vocational program. Something is missing if students are provided with an occupational skill but not assisted in planning and implementing the utilization of that skill to its fullest extent. Second, the area school is more likely to be concerned with the vocational development of the student than is any agency outside education. Vocational development involves assisting the student in focusing on such basic questions as "What do I want in life?" "What do I have to offer?", and "What can I reasonably expect in life?" Many vocational educators have said that vocational students do not really need to consider these questions, that students have already made a decision. These educators forget that most vocational students enter a vocational program with limited knowledge of how they can utilize the training they are receiving. Furthermore, a job placement program which is part of the school program should be more concerned with assisting the individual student in determining what is best for him than might an agency outside the school. Third, other agencies are not as well acquainted with students as are the students' own instructors and student personnel specialists. Fourth, agencies outside the school setting cannot provide the needed opportunity for the student to develop a pattern of skills, attitudes, understandings, and knowledge which constitute effective job-seeking behavior. Agencies outside the school should, however, be used by the school as an additional resource to increase the number of contacts that students have with potential employers, but the responsibility for job placement must remain with the school. The school has the responsibility of assisting both graduates and drop-outs in planning and implementing this next step.

Many individuals in society hold an inaccurate concept of the kinds of students enrolled in vocational schools and of the types of students completing vocational-technical programs. In fact, many employers are often unaware of the high quality of students being graduated from such programs. Too often, adequate communication has not been established between vocational schools and employers, and such communication is vital to create an effective image of the quality of vocational graduates and of the scope of the programs from which students were graduated.

The range of job opportunities available to vocational graduates now, and in the future, will depend upon the employer's knowledge of and his attitude toward area vocational-technical schools. This knowledge will depend upon how effectively vocational schools can establish a means through which their graduates can come into contact with many potential employers. There is little doubt that, in many instances, vocational education has failed to market its product with the same vigor and professional approach which characterizes promotion practices in the business world. Certainly, the success of a job placement program will depend upon a well-conceived means through which the consumer and product can come together. In the past, such a means has not been structured and offered on a systematic and organized basis.

The ultimate success of the vocational school program will be determined by the consumer's evaluation of its product--by the decision which employers make regarding the quality of graduates of area school programs. There is no better way for the potential employer to appreciate the area school program and the high quality of its graduates than by visiting area schools and by being invited to compete with other businesses and industries in bidding for the services of graduates of vocational schools.

Characteristics and Needs of Students Enrolled

The unique characteristics of students enrolled in vocational schools imply that an organized job placement program would better enable these students to become aware of their needs and to be encouraged to take constructive action to meet those needs. For example, 90 percent of the students in Georgia's Area Vocational-Technical Schools are under 21 years of age; most lack work experience; 66 percent are single, and most male students have not met their military obligations (Bottoms, 1965). These facts indicate that they have several important education-occupation decisions to make.

A survey conducted in 1965 by the Vocational Education Division, Georgia State Department of Education, of students enrolled in Georgia's area vocational-technical schools revealed that over 85 percent of the students interviewed considered it essential that area schools provide them with the following:

a. Results of studies of local employment conditions and job placement opportunities available at local, state, and national levels;

b. Information on seeking employment;

c. Completion of job application;

d. Suggested preparations for job interview;

e. Information about problems to be encountered in on-the-job situation;

f. Means for establishment of good work habits and good employer-employee relations (Bottoms, 1966).

A higher percentage of students reported a desire and need for job placement assistance than for any other student personnel service.

Two of the most significant reasons for structuring an effective job placement program are to motivate students to complete their education and to determine that it is possible to become employed. Too often, educators attempt to motivate students through meaningless phrases such as: "You need this because its hard and it makes you think." Students can best realize the need for successfully completing subject matter when they reach this decision themselves. They can be encouraged to successfully complete course programs by direct involvement in meaningful experiences such as talking with peer group members who have already recognized this need, and by listening as prospective employers discuss necessary qualifications for entering the world of work.

Job placement can help students develop confidence and experience a feeling of security by helping them become better acquainted with the world of work, and with the probable future effects of technology on their field. From an effective job placement program, students can develop a greater awareness of what will be expected of them on the job. Usually, one has only to recall his own first attempt to obtain employment to realize the insecurity and lack of technique which accompanies an area school graduate as he attempts to obtain adequate employment. Although there may be a surplus of job openings for which area school students are being trained, many graduates are unaware of the location of these jobs and the fact that accepting one of these jobs may require moving from one area of the state to another. Paradoxically, one of the first questions asked by potential vocational students is "Will you help me get a job when I finish this program?"

Vocational administrators can no longer overlook their vested responsibility in this matter of the job placement program. If we accept the responsibility for training students, then we must accept responsibility for job placement.

The major question in job placement is not "Do our students get jobs?" rather, it is "Do our students get the best possible jobs with the training they receive?" This question implies that job placement begins with the student's entrance into the area school. It further suggests that a job placement program goes well beyond helping students to get jobs, but also includes helping students to consider how their values, abilities, and desires will affect their future and how to weigh their assets and liabilities in terms of the many jobs open.

Students who can evaluate job offers and who know the mechanics of searching for and getting a job are the ones who can make plans which lead to maximum vocational maturity. In the past, graduates who have been getting jobs largely on their own efforts have often been underselling themselves, settling for less responsibility and less pay than their ability and training prepared them for. Students will quite possibly get better jobs if systematic job placement programs assist them in making contacts with potential employers in the fields for which they are trained and in helping them to anticipate the job interview and job entry experiences to which they will be exposed.

In addition, a clarification of goals gives the student a basis for evaluating job possibilities. Without this clarification, students will have little need for learning the mechanics of searching for and obtaining a job. Without this backlog of knowledge, they might fare better by having someone else select the job for them. The unfocused graduates can either take the first job that comes along or let someone outside the area school setting help them get their first job.

Do area schools want to graduate students who must depend upon others outside the school for job direction? If these schools do not want to leave this important job placement function to others outside the school setting, they themselves must accept the responsibility for helping students clarify occupation-entry goals as the first step toward being able to independently advance. After occupation-entry goal clarification has been accomplished, schools can then lead their students to learn the mechanics of investigating job offerings and of anticipating the experience of getting a job.

The Nature and Complexity of Today's Society

The nature of today's labor market makes it imperative for vocational-technical schools to take steps to bridge the gap between a student's graduation from an area school and his entry into his first job.

Most of today's youngsters are isolated from the site and the operations of industry. They have experienced a narrow life of home, school and community. A tremendous gap exists between what youth need to know in order to enter an occupation, and what they actually know. Area vocational-technical schools must accept the responsibility for developing a bridge to help youth cross this gap between narrow experiences and wide opportunities.

Because of the constant changes taking place in the occupational structure, curricula in the vocational-technical schools are planned to give students a program of study enabling them to enter work in a certain area and then to specialize on the job. An automobile mechanic may, for instance, perform work of a general nature, specialize in front-end work, rebuild engines, or otherwise specialize. A similar job entry pattern exists in almost all other fields for which vocational-technical schools offer training. But students seeking employment find that, since their education has not been directed toward a specific job, they must do more than describe their education if they want to present it to its best advantage. They must demonstrate their familiarity with the labor market and relate their skills to the needs of various occupations in demand.

The labor market is competitive. When two equally qualified persons apply for a position, who gets the job? Persons who get jobs are those who understand (either from experience of training) the intricacies of job hunting. They clearly define their goals and realize that they are engaged in a competitive endeavor requiring capitalizing on their own "selling points." They are familiar enough with the labor market to specifically explain their education and work history, and relate these to the employers' job needs. Yet, they are also willing to start at a realistic job entry level, one from which they can advance to positions they might ultimately desire.

The more preferable jobs are never easy to obtain because competition is keen for them, even in times of labor shortage. To get the best jobs possible, graduates need assistance in developing the skill of presenting themselves well. This skill will serve them both in the present and in times of labor surplus.

The technological age has been marked by continuous change in both the social and economic structures. A few years ago, youngsters were told "finish high school and you will always have a secure job," or "complete college and you will have it made." Quite recently students may have been heard saying "I will be glad when I get through with this school. I'll never have to go back to school again."

They assume that, once they finish, learning will not be a continuous part of their lives. Yet, because of the demands and the requirements of technology and automation, learning must certainly be continuous. If students graduated from area schools are to adjust to technology changes, they must see training as a continuous part of their lives and they must continue to train and to upgrade their job skills. "Telling alone" will not make them understand. Students must actively discover for themselves the need for continuous training by visiting industry, by talking with people employed in the field now, by listening in classrooms to resource people explaining to them what changes they see occurring in the field in the future. By actually taking a few case studies and looking at the job entry and education changes which have occurred in a career field during the last ten to fifteen years, an instructor can focus an organized program of job placement on developing this attitude of continuous learning on the part of each area school student.

The mobility of America's work force demands that information be provided to students preparing to enter mobile fields of work. If a student is planning to enter a mobile field, facts related to this mobility must be provided to him before his time, ego, and money are invested and before he is so committed to his training that he cannot change his direction. Many of the occupations for which area vocational-technical schools offer training will be directly affected, for example, by the awarding of large government contracts. As large projects are started or cancelled, people with skills in some of the technical fields may have to relocate in other areas of the country where their skills are in demand.

Because of the nature and complexity of today's society and because of the characteristics and needs of enrolled students, area vocational-technical schools must accept the responsibility for assisting each individual in the transition from school to his next step.

OBJECTIVES

The Job Placement Service seeks to establish an organized and systematic job placement program in the area vocational-technical school in order that:

1. Students will acquire a pattern of skills, attitudes, understandings, and knowledge which will help them to:

   a. Effectively locate a good job;

   b. Make an easy transition from school to work;

   c. Successfully adjust to the world of work;

   d. Achieve their greatest possible degree of vocational development;

   e. Understand what will be expected of them by supervisors, peers, and subordinates in the world of work;

2. Students will make the contacts with potential employers which permit them to:

   a. Gain a realistic knowledge of the labor market which will serve as a sound basis for vocational decisions;

   b. Use their education to the fullest extent and avoid under-employment;

   c. Develop a pattern of job-seeking behavior which will be useful in similar situation in the future;

   d. Make specific plans regarding their next vocational steps.

PROCEDURES

Cooperative Approach

There are at least three strategies which should be considered in the establishment of a job placement program: centralized; decentralized; and co-operative. Because of the characteristics of Georgia's area program, the cooperative organizational pattern seems to be more adaptable than either the centralized or decentralized approach.

In a centralized job placement program, a placement office performs most of the work connected with placing graduates on jobs and usually the work of following-up alumni. This approach would require increasing student personnel staffs to a greater extent than is presently possible. Further, the centralized job placement program would tend to place more emphasis on the mechanical aspects of job placement and would probably ignore the development of appropriate attitudes and understandings on the part of students.

The decentralized job placement approach would give instructors and department heads complete responsibility for the job placement program. Often, that which is the responsibility of all turns out to be the responsibility of no one. There are many individual vocational instructors who will claim they have a good job placement program, but closer examination reveals that this is not always the case. For example, a follow-up study of area school graduates (Bottoms, 1966) found that approximately 50 percent took the first job they were offered, indicating a lack of knowledge of ways of seeking employment and a lack of skills in evaluating a job in terms of training. It is possible for students to get jobs under a decentralized program. But will students under a decentralized plan have acquired skills necessary to obtain another job in the future?

Under the co-operative job placement strategy, student personnel specialists and instructors share in the responsibilities for providing an organized and systematic job placement program. The instructors provide experiences and activities designed to enable students to develop understandings and attitudes needed to enter and adjust to the world of work in a chosen field. The student personnel specialist co-ordinates the total job placement effort; provides leadership, resources, and consultative assistance to instructors; and provides counseling and other assistance as needed to students. Cooperative job placement has the following advantages for the area school setting: first, it makes possible centralization of placement records within a school and avoids confusion by providing a central source of contact for all potential employers; second, it permits instructors to develop a sense of professional responsibility for the reputation of their department and to maintain close contact with industries located in their communities; and third, it utilizes instructors' knowledge of students and enables these instructors to receive far greater satisfaction from their work.

Guidelines for a Cooperative Job Placement Program

Adopting a cooperative pattern for a job placement program does not, in itself, insure success. There are certain assumptions which must be in operation in order for the program to be effective.

The job placement service does not stand alone, but utilizies extensively other student personnel services in assisting students to make an appropriate transition from school to work. It is through the information service that students develop an understanding of the nature of the world of work, and through counseling that students are able to relate their desires, values, and skills with the alternatives available and make decisions regarding their next step.

In the co-operative approach, the entire population of the school including administrators, personnel workers, instructors, and students, must direct their efforts toward the goals of the job placement program if they are to be accomplished.

It is essential that each understand and carry out certain responsibilities. The student personnel specialist must take the responsibility for coordinating those activities which bear upon the job placement service. This will require regular meetings with instructors for the purpose of planning and evaluating the program. A cooperative system invites area school instructors to become partners in the job placement program, and draws upon their knowledge of students' abilities. Both student personnel specialists and instructors must constantly seek opportunities to discuss future plans with students. The area school, ideally, should create an atmosphere that clearly communicates a set of positive attitudes toward work habits such as dress, housekeeping, punctuality, initiative, diligence, skill, and quality of workmanship. Through such activities as encouraging students to take home projects completed at school; by pointing out habits such as shop orderliness, which can be observed on visits to actual work situations; and through orienting students early in the school year to what will be expected of them in employment the school can stress pride in workmanship and produce students who

1. Take pride in doing their job well;

2. Accept the discipline in industry;

3. Understand their responsibilities to employers;

4. Understand the profit motive of industry.

An effective job placement program utilizes various community resources. The general school advisory committees or the craft advisory committee can be used to assist those administering the job placement program in activities such as:

1. Contacting potential employers;
2. Providing speakers;
3. Providing supplementary materials;
4. Aranging field trips;
5. Promoting the job placement program with their associates.

An adequate number of pre-employment experiences with potential employers should be provided to help graduates develop realistic insights into the world of work. Students can develop these insights through pre-employment experiences if there is a sufficient variety of these experiences to provide a broad education-occupation perspective.

Additionally, job placement activities should be closely related to employment needs of the labor market. Of the Georgia area school students who entered employment during the 1965-1966 school year, 71 percent were employed within 25 miles of their home, demonstrating an effective job placement program in close contact with local labor market conditions as well as with regional and national labor market trends.

In conducting a job placement program, group techniques should be used if appropriate. Much of the information to be communicated to students who are about to seek employment can be transmitted in group situations, offering students the opportunity of becoming personally involved in learning experiences. Quite often, students are more willing to become involved when they seek and find support from their group.

Job placement activities involving students should help them identify with the world of work. The job placement service also contributes to vocational development through activities which involve students in discussing infromation about the world of work, thus inviting them to evaluate their attitudes. In addition, the Information Service can provide a means of self-help for students needing occupational information if there is a center well stocked with occupation films, tapes, and publications which orient students to relationships among fields and areas of work. Yet, students cannot immediately identify with the world of work nor become knowledgeable of its opportunities and expectations merely through having available printed materials. One of the greatest challenges presented by this study to instructors and to student personnel specialists is to plan work experiences which will help students to acquire, through direct involvement, an identification with an occupational field and to become knowledgeable of the opportunities and expectations related to that field.

A job placement program should capitalize on student initiative. The job placement program, ideally, should not be designed merely to place a student on a job. It must challenge students to aspire to the greatest possible degree of vocational development and must provide opportunities for them to establish a pattern of job-seeking behavior which will enable them to become self-directed as they complete their area school program and enter the world of work.

Further, the job placement service should promote the vocational development of students through assisting them as they enter a job in which they can be successful. Success at the initial stage of employment often helps the employee to advance rapidly.

Job placement should help students to conceptualize what the assets are that they have to offer to employers.

Several questions arise concerning development and implementation of the job placement program. Answers to the following questions are the contribution of the committee which developed this chapter:

1. Q. What is the area school policy concerning releasing information on grades, class standing, and other record-keeping items?

   A. Information about the student should be released only with the student's authorization.

2. Q. What is the area school's responsibility to area school dropouts? to alumni?

   A. The school job placement program has a responsibility to assist area school dropouts and former students in finding employment.

3. Q. What will be the attitude of the area school toward employers recruiting students before graduation?

   A. The area school should encourage students to remain in school through program completion. When employers make inquires about potential employees during the school year, they should be told that no students are available for employment at that time, that a certain number will complete their programs on (graduation date), and that students will be available for employment at that time. The potential of the student for effective employment will be much greater when he completes the program. Therefore, it is in the best interest of students, employers, and the school to have students remain until graduation. Students who are released early will probably not achieve their full potential, and this fact may cause employers to look with disfavor upon the area school.

4. Q. Will area schools attempt to encourage alumni activities?

   A. Schools should utilize all such possible means for developing a sense of pride toward the area school program on the part of present and former students.

5. Q. How will the mechanics of interviewing and other job seeking skills be taught?

   A. Each area school instructor should make such instruction a part of his regular class program.

Responsibilities for various functions of the job placement program ideally should be clearly identified. Responsibility is shared among students, instructors, and personnel specialists and may be divided into (1) preadmissions responsibilities; (2) new student orientation responsibilities; (3) continuing responsibilities during the school year; and (4) responsibilities beginning about four months prior to graduation.

ACTIVITIES THROUGH WHICH STUDENT PERSONNEL SPECIALISTS AND INSTRUCTORS PERFORM THEIR JOB PLACEMENT RESPONSIBILITIES

Introduction

The process of assisting students in planning and implementing their next step beyond the area vocational-technical school is a continuous process which begins prior to the student's entrance into school and continues beyond program completion. Under the cooperative approach, the student personnel specialist and instructors share the responsibility for providing a continous series of experience designed to enable the student to develop the understanding and attitudes needed to enter into and adjust to the world of work.

Activities to be used for accomplishing the objectives of the job placement program have been organized into four term sequences: prior to enrollment; during orientation; during school year; and four months prior to graduation. Designated responsibilities of student personnel specialists and instructors are presented at each of these four phases. These activities provide a series of experiences that are designed ultimately to result in successful job placement for each student.

Overview of Job Placement Activities

The cooperative approach enables area schools to carry out the two basic objectives of job placement. One objective is providing area school students with those experiences which will enable them to develop a pattern of skills, attitudes, understanding, and knowledge needed to enter the world of work and to adjust to changes in that world. In an attempt to assist students in developing an appropriate behavioral pattern, several activities are performed. First, prior to enrollment and during orientation, students are given opportunities to learn more about the kinds of jobs toward which training in vocational-technical school might lead. Additionally, they learn about the kinds of skills and insights they must acquire in order to successfully transfer from school to work.

Second, thirty-six one-hour group guidance units have been developed by a committee of area school instructors and student personnel specialists dealing with such broad topics as: "Exploring a career field;" "Advancing on a job;" and "Entering a career field." Approximately three months prior to graduation, the series of units on "Entering a career field," are conducted. These units deal with such topics as: "Getting a job," "Seeking an interview," "Going through an interview," "Filling out job applications," "Writing follow-up letters concerning job interviews," "Evaluating a job offer," "Investigating future educational possibilities," "Evaluating personal conduct on a job," and "Developing effective peer group relationships."

Role-playing is an effective technique used in conducting many of these group discussions, the purpose being to assist students in developing the skills and understandings necessary for entering, adjusting, and advancing in the world of work. These units are described in detail in the chapter on the Information Service. In carrying out of these units, the role of the student personnel specialists becomes one of coordination by providing leadership, resources, and consultative assistance to staff. The instructors conduct the group guidance session.

Third, scheduled counseling sessions are conducted by the student personnel specialist to stimulate students' thinking regarding post-graduation plans. In these counseling sessions, the student personnel specialist asks questions to assist students in focusing on job-related decisions they must make. "What are your education-occupation plans?", "How do you know you can implement them?", "What steps are you taking to carry out these plans?"

A second aim of a job placement program is to provide those activities which will enable graduates of area schools to secure employment promptly at the appropriate rank and remuneration for their training and abilities. To accomplish this objective, a procedure must be developed through which employers and graduates can get together. The major means for accomplishing this objective in Georgia has been an annual statewide job placement program, referred to as TECHDAYS. During the months of April and May, each school sets aside a day or days in which representatives from various businesses and industries are invited to interview prospective graduates. Also, a continuous job placement program is provided for students completing or leaving school at odd times.

Activities Leading Toward Job Placement of Students

Job Placement Activities Prior to Enrollment

Objective - Prospective students examine the nature and setting of job possibilities available to graduates of the different curricula offered by the school.

Procedure - The student personnel specialist is primarily responsible for conducting those activities designed to assist potential students in examining their abilities, values and interests in terms of curriculum offerings of the school and in terms of possible future jobs.

Activities - Student personnel specialists carry out their preadmissions job placement responsibilities through such activities as the following:

1. Arranging tours of area school for potential students;
2. Contacting high school counselors;
3. Contacting prospective students;
4. Listing of employers of area school program graduates;
5. Mapping job location of graduates;
6. Summarizing area school student follow-up studies;
7. Collecting photographs of graduates at work, at home, and participating in leisure activities;
8. Recording or video taping interviews with graduates.

Instructors provide prospective students and student personnel specialists with other information needed in order to understand the nature and setting of job opportunities.

Job Placement Activities During Orientation

Objectives - Objectives during orientation of new students are as follows:

1. Students understand the ways in which the area school can assist them in making the transition from school to work;

2. Students understand some long range job possibilities;

3. Students begin to understand what will be expected of them in order to enter the world of work;

4. Students begin to see a greater relationship between school and a future job.

Procedure--The student personnel specialist works with the area school instructional staff in organizing and conducting an orientation program.

Activities--The student personnel specialist carries out his job placement responsibilities during orientation through such activities as the following:

1. Arranging for new students to tour each occupational area represented in the school. On an area school tour, the new student should become familiar with the school program and with each occupation offering. Information provided new students on such a tour should include:
    a. Nature of occupation graduates train for and enter; salaries; and future trends for the occupation;
    b. Special requirements such as certification, union membership; professional organizations membership;
    c. Outline of content of curriculum;
    d. Sources of additional program information;
2. Presenting to students a detailed outline of job placement activities through an information sheet prepared for distribution and through the use of the student handbook. This outline should include information on:
    a. The methods used to prepare students in the area school to find employment after program completion;
    b. The methods used by the area school to maintain a list of job vacancies;

    c. The methods used to invite potential employers to the school to interview graduating students;
    d. The methods used by instructors and personnel specialists to assist students in preparing a resume, in preparing for a job interview, and in evaluating job offers.

Instructors assist the student personnel specialists by conducting the following activities:

1. Reviewing and outlining the area school's job placement service;
2. Inviting qualified speakers to discuss employment possibilities and employer expectations with area school students;
3. Presenting an orientation unit. Some course offerings--business education, cosmetology, practical nursing, among others--have developed extensive orientation units which may serve as guides. In general, such a unit would have five main objectives:
    a. To invite students to take pride in a job well done;
    b. To assist students in accepting on-the-job discipline;
    c. To involve students in discovering the steps to take in selecting and applying for a job;
    d. To relate to students a realistic awareness of the world of work and of job responsibilities in that world;
    e. To involve the student in the profit-making enterprise and making him aware that he is valuable to the employer only as his work contributes to company profits.

During the School Year

Objectives--Objectives during the school year are as follows:

1. Students obtain skills and knowledge needed in seeking employment;
2. Students gain greater insight into requirements of various occupations;
3. Students learn to evaluate a job in terms of its suitability to their goals and abilities;
4. Students demonstrate good interpersonal relationships with fellow students, instructors, and the outside public;
5. Students understand what will be expected of them by supervisors, peers, and subordinates in the world of work;
6. Students gain additional knowledge of the labor market;
7. Students consider both short and long range career goals.

Procedure--The series of group guidance units described in the Information Service chapter are used to accomplish the above objectives. The student personnel specialist provides the necessary leadership, resources, and consultative assistance needed to enable instructors to conduct the group guidance units. Also, the student personnel specialist provides counseling and other assistance as needed.

Activities--Student personnel specialists carry out their job placement responsibilities during the school year through such activities as the following:

1. Conducting the necessary in-service programs needed to enable the instructors to perform their roles in the group guidance units.
2. Organizing and conducting regularly scheduled meetings with the instructors for the purpose of allowing them to exchange ideas and experiences regarding group guidance units.

3. Assisting the instructors in acquiring the necessary resources for conducting the group guidance units such as adequate quantitues of printed materials, speakers, and visual aids.

4. Assisting the instructors with organizing and conducting activities through which students can acquire those concepts identified with the group guidance units. These activities might include: role playing; group techniques; surveys of local employers; panel discussions; and field trips.

5. Assisting the instructor in acquiring those group skills necessary to elicit student involvement in the group Guidance program as evolving from the group.

6. Working with instructors in evaluating the program.

7. Counseling with those students who need specialized assistance in synthesizing the information into an organized plan of action.

8. Carrying out activities which assist area school instructors:

    a. Making available to students and to instructors a complete and comprehensive occupational information service including materials on job placement (see Information Service chapter for lists of resources);

    b. Encouraging instructors to invite former area school students and representatives of industry to speak to student groups and, when appropriate, conduct field trips for the students. These activities develop knowledge of the world of work among students and assist them to make effective education-occupation decisions;

    c. Receiving job-vacancy notices from employers;

    d. Conducting demonstration sessions, if needed, to suggest development of units on ways of securing a job;

e. Offering assistance to instructors in arranging for field trips, speakers, and other activities which will enhance the knowledge of students concerning opportunities in the world of work;

f. Surveying the number of students who need help in finding employment and the number who are interested in particular types of work, by meeting with students at the beginning of the last quarter prior to graduation and by obtaining from each a completed job placement service registration form; (Table 31 and 32)

g. Assisting instructors in identifying students who need help in finding employment by again surveying students just prior to graduation; (Table 31)

h. Keeping a file of job requests received from employers. (Table 33) Job requests should be recorded on a Job Vacancy Form and a file of those should be maintained. New files should be started yearly with old requests moved to an "inactive file," and with "full-time" requests and "part-time" requests being filed separately. Also, personnel specialists will want to make arrangements for acquiring Job Vacancy Forms from instructors when they are contacted regarding job vacancies. Instructors should be given a carbon or photocopy of all job requests received by the school, for they are often able to evaluate the needs of the employer and recommend students to meet these needs;

i. Developing Job Vacancy form;

j. Developing guide for field trips;

k. Developing brief speech outlines for speakers to refer to in developing their speeches.

Instructors carry out their job placement responsibilities during the school year through such activities as:

1. Disseminating information and materials;
2. Conducting an information service which becomes an integral and regular part of the instructional program;

Table 31

SURVEY OF STUDENT EMPLOYMENT STATUS

Fill in each item and return it to your instructor immediately:

NAME ______________________ AGE __________ SEX: M F

PRESENT ADDRESS ______________________ TELEPHONE __________

DRAFT STATUS AFTER GRADUATION __________ MARRIED YES ( )
NO ( )

NUMBER OF CHILDREN __________ AREA OF STUDY __________

DO YOU HAVE A JOB AFTER GRADUATION? YES ( ) NO ( ) IF YES, GIVE YOUR EMPLOYER'S NAME AND ADDRESS __________
____

YOUR STARTING SALARY __________

IF YOU DO NOT HAVE A JOB, WOULD YOU LIKE ASSISTANCE IN SECURING EMPLOYMENT? YES ( ) NO ( ) DO WE HAVE YOUR PREMISSION TO RELEASE INFORMATION CONCERNING YOUR SCHOOLING TO PROSPECTIVE EMPLOYERS? YES ( ) NO ( )

SIGNATURE ______________________

INTERVIEWS:

DATE	PLACE	COMPANY

PLACEMENT:

COMPANY	JOB TITLE	STARTING SALARY

Table 32

REGISTRATION FORM*

Front

NAME DATE
ADDRESS
CITY AND STATE TELEPHONE
PERMANENT ADDRESS (Your Parents or Wife's Parents)
AGE
VETERAN? BRANCH OF SERVICE
MARITAL STATUS DATE OF GRADUATION
GRADE POINT AVERAGE

(Over)

Back

EXPERIENCE

INTERVIEWS:

DATE	TIME	FIRM	RESULT*

*CODE: AC, Accepted RE, Refused PE, Pending

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*Form used by Southern Technical Institute, Marietta, Georgia

Table 33

JOB VACANCY FORM

(Name of school) Technical and Vocational School
Placement Office

JOB VACANCY FORM Date ______________________

FIRM NAME ______________________________________

ADDRESS ____
STREET CITY STATE

TELEPHONE NUMBER ________________

TITLE OF JOB AVAILABLE __________________________

Part or full-time ___________

SPECIFICATIONS (Age, Height, Weight, Experience, Education)

____

____

____

PERFORMANCE (Skills needed to perform assigned duties) ________

____

____

DATE NEEDED ________________ SALARY ________________
(Range--Beginning)

CLOSING DATE FOR JOB OPENING ______________________

NUMBER OF VACANCIES ___________

TO WHOM WOULD THE PROSPECTIVE EMPLOYEE BE REFERRED?

____

(This form used with permission of Placement Office, Southern Technical Institute, Marietta, Georgia.)

3. Planning activities and experiences for students which enable them to gain understanding regarding occupational structure, potential jobs, attitudes, and study skills. These activities might include assignments, surveys of local industries, field trips, speakers, student presentations, and others;

4. Actively involving the students in acquiring information through self-motivation;

5. Referring students who need special counseling to the personnel worker;

6. Sharing ideas and experiences with fellow instructors and seeking out other experiences;

7. Experimenting with new instructional ideas and methods and adopting these if they prove to be effective. Also, discarding outdated and ineffective instructional techniques;

8. Evaluating the Group Guidance Program and suggesting constructive changes to the personnel specialists and director;

9. Organizing field trips to make student aware of the need for making a decision about job selection and entry. A suggested guide for carrying out the field trip-speaker experience during the school year might be one field trip per quarter, two area school program graduate speakers per year, and one related subject speaker at least once per quarter. In connection with a field trip, the instructor will want to:

    a. Select and inspect sites which would best motivate student learning;

    b. Plan field trips carefully to take full advantage of learning opportunities, assigning students to take notes on each trip.

    c. Conduct post-field trip discussions with a question and answer period;

    d. Explain dress and conduct required of students on trips;

10. Scheduling speakers, with the instructor:
    a. Selecting speakers from local companies or businesses;
    b. Inviting former area school students to speak to present students;
11. Conducting group discussions concerning employer expectations, including:
    a. Personal qualities related to on-the-job success;
    b. Skills required in specific types of jobs;
12. Simulating a classroom and laboratory atmosphere similar to that which graduates will experience on the job;
13. Including visual aids related to occupational experience;
14. Developing a guide for field trips which
    a. Lists field trip locations to visit;
    b. Identifies purpose of the trip;
    c. Develops an agenda for field trips;
    d. Reviews purpose of trip with students prior to the trip;
    e. Evaluates success of trip with students.
15. Preparing an outline of desirable on-the-job qualities expected by employers;
16. Providing a list of free or inexpensive visual aids depicting various aspects of occupational fields such as rental films, state department films, brochures, posters and transparcies.

Beginning Four Months Prior to Program Completion

Objectives - Objectives during this period are as follows:

1. Students make specific plans for next step;
2. Students identify potential employers;
3. Students demonstrate job-seeking behavior;
4. Students enter appropriate post-school occupation.

Procedure - In order to assist vocational students to obtain jobs at the appropriate rank and pay, two procedures are used. First, a state wide job placement program, referred to as TECHDAYS, has been developed and is carried out each year during the month of April.

During that month, each area school sets aside a day, or days, on which representatives from various industries in the state are invited to visit the schools to interview the prospective graduates. Employers are notified of the dates and of the number of graduates in each curriculum by the Division of Vocational Education well in advance of TECHDAYS. Second, in order to provide assistance to students who are not served by TECHDAYS, a continuous job placement program is maintained.

Activities - Activities may be divided into TECHDAYS activities and continuous job placement activities.

TECHDAYS Activities - The purpose of this statewide job placement program in the area schools is to provide a systematic and organized procedure for employers in the state to interview potential area school graduates and to inform them of job opportunities within their own organization. The specific objectives of this job placement program are: (1) to offer employers an opportunity to visit area schools during the months preceding area school graduation for the purpose of conducting job interviews with potential graduates; (2) to establish a day or days in each area school, to be known as TECHDAYS, in which each potential employer can interview area school students selected for graduation; (3) to assist area school students selected for graduation in preparing for such an interview and in understanding the steps involved in obtaining the desired job for which they are qualified; (4) to communicate a positive image of area schools to potential employees; (5) to conduct a TECHDAYS publicity campaign utilizing newspapers, radio, television and other media in an effort to inform prospective employers, potential students and the general public of the positive benefits of such a job placement program.

The Vocational Education Division, State Department of Education, plays a coordinating and a supporting role in this job placement project. The tasks which the division staff perform begin six months before TECHDAYS are as follows:

Six months before TECHDAYS the Division of Vocational Education:

1. Plans and conducts a committee meeting to outline job placement procedures;

2. Determines the number of days each area school will need for carrying on the job placement program.

Four months before TECHDAYS the Division of Vocational Education:

1. Prepares recommended procedures to be followed at each area school prior to TECHDAYS and develops a suggested schedule (See Table 34). Each day's interviewing schedule should begin in mid-morning, for the convenience of those employers who must travel some distance to the area schools.

2. Obtains from each school the number of graduates by occupational area and the name of the person in each area school who will coordinate the job placement program at the local level;

3. Compiles a mailing list of employers to be invitied to interview during TECHDAYS;

4. Determines the financial responsibility of each area school.

5. Make a statewide master schedule for the techdays program (See Table 37). Assign dates near graduation for TECHDAYS. Avoid scheduling TECHDAYS interviews on Monday for many employers report to their offices on that day;

6. Sends a complete package of TECHDAYS materials to each area school.

Three months before TECHDAYS the Division of Vocational Education:

1. Mails invitations for interviewing to prospective employers of area school graduates;

2. Includes in the initial mailing to prospective employers:

    a. A letter describing TECHDAYS (See Table 35);

    b. A brochure on TECHDAYS (See Table 36 and 37);

    c. A chart showing area school course offerings, with a listing of current graduates by occupational area (See Table 38);

    d. A response form for the prospective employer (See Table 39);

3. Develops posters for the area schools to use in informing area school students of TECHDAYS.

Two months before TECHDAYS the Division of Vocational Education

1. Consolidates employer responses to the initial TECHDAYS invitation to interviews and notifies area schools of employers who want to interview at their school;

2. Develops statewide news releases for all daily and weekly newspapers and distributes television and radio spots to all stations in the state, including TECHDAYS brochures in all releases.

One month following TECHDAYS, the Division of Vocational Education consolidates evaluation reports from area schools and notifies area schools of the job placement results.

Area school TECHDAYS activities begin approximately four months ahead of time Student personnel specialists and instructors share in the activities.

Table 34

TECHDAYS SCHEDULE

8:30 - 9:00	Coffee for employer;
9:00 - 9:30	Orientation of employer; (See Note #1)
9:35 - 10:00	First round of group meetings;
10:05 - 10:30	Second round of group meetings;
10:35 - 11:00	Third round of group meetings; (See Note #2)
11:05 - 12:30	Interviewing and testing;
12:30 - 1:30	Lunch;
1:30 - 3:30	Interviewing and testing;

EVALUATION: After each employer finishes his interviewing, he should turn in his evaluation sheet. The coordinator of student personnel services should personally conduct each employer to the door of the area school, thanking him for his time and his interest.

NOTE #1: Included in the orientation session should be such things as:

Day's schedule;
Procedures for distributing student data sheets and transcripts;
Use of audio-visual equipment;
General information on the school.

NOTE #2: Group meetings and testing sessions should be scheduled so as to allow students to attend several interview sessions.

Table 35

INITIAL LETTER TO EMPLOYERS

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT
OF SCHOOLS

1776

GEORGE W. MULLING
STATE DIRECTOR
VOCATIONAL EDUCATION

State Department of Education
Division of Vocational Education
Atlanta, Georgia 30334

February 15, 1967

Leaders of Business and Industry
Throughout the State of Georgia

Gentlemen:

Here is your opportunity to select from the best that Georgia has to offer in well-trained personnel.

We are pleased to announce a state-wide job placement program for Georgia's area vocational-technical schools to take place in Spring, 1967. This state-wide coordinated effort in which prospective employers are being invited into each school on certain designated days to interview students for employment is a first for Georgia. It is called TECHDAYS. Your company is invited to participate. Details of this state-wide program are outlined below.

Twenty of Georgia's twenty-three area vocational-technical schools located throughout the state are opening their doors to you to select from their students through interviews conducted by your employment representatives. These schools offer training in a variety of technical, skilled, and office occupations. They were organized to develop the skills, work habits, attitudes and understandings needed today in business and industry. Ninety percent of the students enrolled in area schools are high school graduates and 95 percent are between the ages of 18 and 21. More than 3,000 students will be graduating this year.

The TECHDAYS programs will be organized so that company representatives may meet with interested students both in groups and for individual interviews. A professional counselor will coordinate the program at each school. Students will have individual resumés and testing facilities will be made available for your use.

TECHDAYS in Georgia will cover a period of six weeks beginning the last week in March and extending through the first week in May. The TECHDAYS programs will be conducted on staggered dates according to geographical location so that company representatives may follow the program across the state, interviewing at each school if they so desire.

Table 35

(Continued)

Leaders of Business and Industry
Throughout the State of Georgia
Page 2
February 15, 1967

A brochure describing the state-wide job placement program and giving additional information concerning the area vocational-technical schools is enclosed. Other enclosures include an Interview Request Form and a chart showing the number of students graduating from each course at the participating area schools. Please consult the chart when deciding which schools to visit.

If your company desires additional copies of the brochure or additional copies of this letter for distribution to branch plants or branch offices of your company, please advise us and we will be glad to send them to you, or if you would rather have us mail them directly, please supply us with the names and addresses.

Plans are now in progress for setting up this program so we need to hear from you as soon as possible. Please indicate your choice to participate by completing the enclosed Interview Request Form and returning it to:

Dr. Gene Bottoms
Vocational Education Division
State Department of Education
Atlanta, Georgia 30334

The schools at which you indicate a desire to interview graduates will then be notified by this office, and they will write you a letter confirming the date.

This is a service provided for you by the Vocational Education Division of the State Department of Education. There is no charge involved either for participation in the program or for employing a graduate.

Sincerely yours,

George W. Mulling
State Director
Vocational Education Division

GWM/cj
Enclosures

Table 36

BROCHURE FOR EMPLOYERS

(Cover)

COURSES OF STUDY

(All specializations are not offered at every school)

Technical Occupations (1 to 2 years)

Chemical Engineering Technology
Civil Engineering Technology
Drafting and Design Technology
Electrical Engineering Technology
Electronic Engineering Technology
Mechanical Engineering Technology

Skilled Trades and Service Occupations (1 to 2 years)

Auto Body Repair
Automotive Mechanics
Aviation Mechanics
Brick, Tile and Stone Masonry
Carpentry and Cabinet Making
Commercial Art
Cosmetology
Diesel Mechanics
Electrical Appliance Servicing
Electrical Construction and Maintenance
Farm Equipment Mechanics
Heating and Air Conditioning
Machine Shop
Mechanical Drafting
Office Machine Repair
Photography
Printing
Radio and Television Repair
Shoe Repair
Watch Repair
Welding

Office Occupations (1 to 2 years)

Secretarial Science
Clerical
Data Processing Technology
Punch Card Accounting
Accounting

Health Occupations (1 to 2 years)

Dental Assistant
Dental Technology
Medical Laboratory Assistant
Medical Office Assistant
Practical Nursing

1967 TECHDAYS SCHEDULE

Places and times set aside for interviewing your prospective employees

S. Georgia	April 4,5	Troup	April 7
N. Georgia	April 24,25	Macon	April 3
Albany	April 11	Cobb	April 18,19
Athens	April 26	Moultrie	April 12
Atlanta	March 31	Coosa Valley	April 20,21
Augusta	May 1,2	Swainsboro	May 3
Columbus	April 6	Upson	March 30
DeKalb	March 27,28	Thomas	April 13
Lanier	April 27	Valdosta	April 14
Griffin	March 29	Waycross	May 4

JACK P. NIX
STATE
SUPERINTENDENT
OF SCHOOLS

GEORGE W. MULLING
STATE DIRECTOR OF
VOCATIONAL
EDUCATION

STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION DIVISION
Atlanta, Georgia 30334

FILL YOUR VACANCIES WITH SKILLED GEORGIANS!

AREA TECHNICAL SCHOOL

TECHDAYS

fitting skilled Georgians to Georgia's jobs

Table 37

BROCHURE FOR EMPLOYERS

(Content)

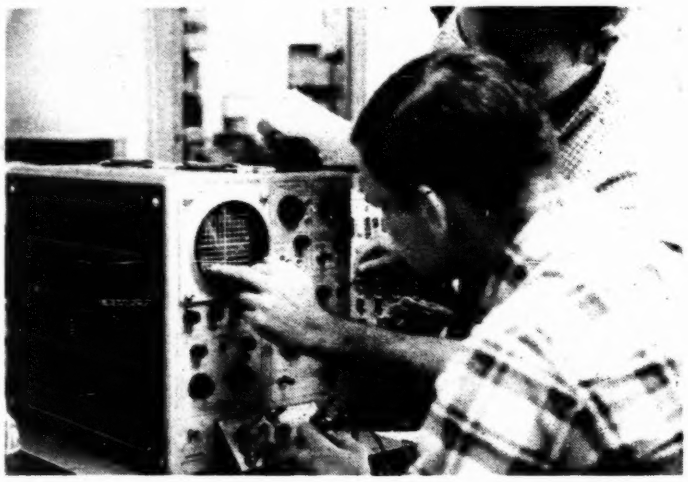
TRAINING AND SKILLS MATCH YOUR NEEDS

WHEN YOU MAKE TECHDAYS A PART OF YOUR EMPLOYEE RECRUITING PLAN. HERE'S THE STORY IN BRIEF. . .

THE PURPOSE OF TECHDAYS

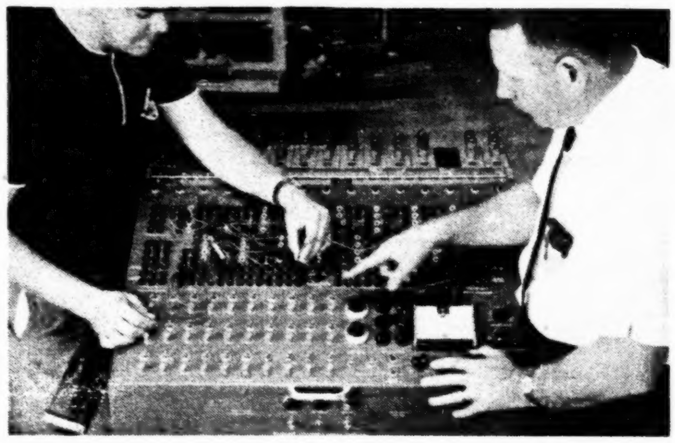
Georgia's Area Technical Schools turn out large numbers of graduates each year; highly trained technicians and skilled workers for the crafts, service and health occupations and office jobs. These graduates have received outstanding instruction in the schools and are prepared to enter employment as productive workers. The school must also fulfill its obligations to taxpaying Georgia firms who want to employ these graduates. For that purpose, an interviewing program called TECHDAYS has been initiated.

TECHDAYS is both an opportunity for you and for the students. It is your chance to take a good look at the current crop of graduates, many having the specific skills you are seeking for more efficient use of your labor dollar. These are people who have made an occupational commitment and have taken the first giant step towards a successful career through formal education. It is a well-earned opportunity for students to meet with various prospective employers in order to more intelligently decide on a job which would be most challenging to them.



THE PURPOSE OF GEORGIA'S AREA TECHNICAL SCHOOLS

Georgia's statewide network of Area Technical Schools is fulfilling a long-standing need for quality programs of occupational education at the post-high school and adult levels. Through these programs, high school graduates and others receive pre-employment training, and employed adults receive training designed to update their skills and job knowledge.



The area school program makes it possible for Georgians to acquire modern skills with a minimum of expense and relocation. Modern equipment and facilities, coupled with highly qualified instructors, assure quality instruction. Making the grade in this highly specialized program requires much of its participants!

AMONG AREA TECHNICAL SCHOOL STUDENTS....

- The average age is 19 upon entry.
- The majority are high school graduates. (A diploma is required for technical courses admission.)
- Approximately 20% have attended college.
- Approximately 70% go to work within two weeks of graduation.
- Approximately 71% are employed in the occupation in which trained.
- 97% express satisfaction with jobs acquired after graduation.

PROSPECTIVE EMPLOYEES (BY SKILL)

Numbers of students graduating this year throughout Georgia by occupational fields are as follows:

Technical Occupations	477	Office Occupations	1,122
Skilled Trades and Service Occupations	1,349	Health Occupations	334

All programs are designed to meet the needs of business and industry by preparing the student to use the actual tools and equipment provided in work situations. The 23 Area Technical Schools have an investment of over $50,000,000 in modern facilities and instructional equipment.

Table 38

GEORGIA VOCATIONAL-TECHNICAL SCHOOLS: LOCATIONS, COURSE OFFERINGS, AND NUMBER OF GRADUATES

School (and Location) / *Course of Study	TECHNICAL OCCUPATIONS	Data Processing Technology	Drafting & Desgin Technology	Electrical Technology	Electronic Technology	Mechanical Technology	Optical Technology	Research Laboratory Assit.	SKILLED OCCUPATIONS	Air Conditioning & Heating	Automobile Body Repair	Automobile Mechanics	Aviation Mechanics	Brick, Tile & Stone Masonry	Carpentry & Cabinet Making	Commercial Art	Cosmetology	Diesel Mechanics	Electrical Appliance Servicing	Electrical Construction & Main.	Farm Equipment	Industrial Electricity	Machine Shop	Mechanical Drafting	Office Machine Repair	Power Sewing	Printing	Radio & TV Repair	Shoe Repair	Small Gasoline Engine Repair	Upholstery	Watch Repair	Welding	Barbering	OFFICE OCCUPATIONS	Business Education	HEALTH OCCUPATIONS	Dental Assistant	Dental Technician	Medical Laboratory Assist	Medical Office Assistant	Practical Nursing
STATE OPERATED SCHOOLS																																										
South Georgia (Americus)																																										
North Georgia (Clarkesville)																																										
AREA SCHOOLS																																										
Albany Area (Albany)																																										
Athens Area (Athens)																																										
Augusta Area (Augusta)																																										
Columbus Area (Columbus)																																										
Coosa Valley Area (Rome)																																										
DeKalb Area (Clarkston)																																										
Griffin-Spalding Area (Griffin)																																										
Hoke Smith Area (Atlanta)																																										
Lanier Area (Gainesville)																																										
Macon Area (Macon)																																										
Marietta-Cobb Area (Marietta)																																										
Moultrie Area (Moultrie)																																										
Swainsboro Area (Swainsboro)																																										
Thomas Area (Thomasville)																																										
Troup County Area (LaGrange)																																										
Upson County Area (Thomaston)																																										
Valdosta Area (Valdosta)																																										
Waycross Area (Waycross)																																										

*Numbers indicate number of students graduating in a particular course.

Table 39

INTERVIEW REQUEST FORM

After completing this form, please return it to:

Dr. Gene Bottoms
Vocational Education Division
State Department of Education
Atlanta, Georgia 30334

Date ______________________

Name of Company ______________________

Address ______________________

____

Name of Representative ______________________

Title ______________________

Address ______________________

____

Please give a brief description of your company indicating the nature of your business:

____

____

____

____

Number of Employees ______________

Please circle the course areas from which you are interested in interviewing graduates:

Course areas
TECHNICAL OCCUPATIONS: Data Processing Technology; Drafting and Design Technology; Electrical Technology; Electronic Technology; Mechanical Technology; Optical Technology; Printing Technology; Research Lab. Asst.

SKILLED OCCUPATIONS: Air Conditioning and Heating; Auto Body Repair; Auto Mechanics; Aviation Mechanics; Barbering; Brick; Tile and Stone Masonry; Carpentry and Cabinet Making; Commercial Art; Cosmetology; Diesel Mechanics; Electrical Appliance Servicing; Electrical Construction; Fabric Maintenance; Farm Equipment; Industrial Electricity; Machine Shop; Mechanical Drafting; Office Machine Repair; Photography; Power Sewing; Printing; Radio and TV Repair; Shoe Repair; Small Gasoline Engine Repair; Upholstery; Watch Repair; Welding

OFFICE OCCUPATIONS: Accounting; Secretarial Science

HEALTH OCCUPATIONS: Dental Assistant; Dental Technician; Medical Laboratory Assistant; Medical Office Assistant; Practical Nursing

Please indicate which schools you would like to visit for interview purposes by making a check mark in the right column after the schools. Programs will begin at 8:30 a.m. and end at 3:30 p.m. on the dates designated below:

DATES	SCHOOL AND LOCATION	CHECK HERE	DATES	SCHOOL AND LOCATION	CHECK HERE
March 27-28	DeKalb Area (Clarkston)	______	April 13	Thomas Area (Thomasville)	______
March 29	Griffin-Spalding (Griffin)	______	April 14	Valdosta Area (Valdosta)	______
March 30	Upson County Area (Thomaston)	______	April 18-19	Marietta-Cobb Area (Marietta)	______
March 31	Hoke Smith Area (Atlanta)	______	April 20-21	Coosa Valley Area (Rome)	______
April 3	Macon Area (Macon)	______	April 24-25	North Georgia (Clarkesville)	______
April 4-5	South Georgia (Americus)	______	April 26	Athens Area (Athens)	______
April 6	Columbus Area (Columbus)	______	April 27	Lanier Area (Gainesville)	______
April 7	Troup County Area (LaGrange)	______	May 1-2	Augusta Area (Augusta)	______
April 11	Albany Area (Albany)	______	May 3	Swainsboro Area (Swainsboro)	______
April 12	Moultrie Area (Moultrie)	______	May 4	Waycross Area (Waycross)	______

Please Note:

The chart on the next page lists all of the area schools participating in TECHDAYS and gives the number of students graduating from each particular school according to the course area. Please consult this chart when selecting schools at which to interview students. Then detach the chart and retain it for future reference.

Beginning about four months before TECHDAYS

1. Student personnel specialists should

    a. Study all materials pertaining to TECHDAYS;

    b. Report number of graduates in each course of study to the Vocational Education Division, State Department of Education;

    c. Establish a steering committee to help plan and carry out planning objectives for TECHDAYS;

    d. Establish a steering committee to include the Coordinator of Industrial Training who will encourage local employers to participate and determine assets and liabilities of employment in occupation areas;

    e. Plan meeting with area school faculty to implement TECHDAYS program. Make specific plans prior to TECHDAYS for instructors to conduct classes on finding a job. Material on this topic may be found in the chapter on the Information Service;

    f. Notify program chairmen of civic clubs that the area school director and other staff members are available to speak about TECHDAYS at civic meetings; and

    g. Conduct group discussion sessions for students. An outline for conducting this session may be found in Table 40.

2. Instructors should

    a. Study all materials pertaining to TECHDAYS;

    b. Begin building student interest (See Table 41);

    c. Plan schedule for teaching students how to find a job. (Refer to Information Service chapter and appendices for material).

About six weeks before TECHDAYS, instructors should submit a list to the Coordinator of Student personnel Services of local and out-of-state employers to be invited to TECHDAYS.

About five weeks prior to TECHDAYS, student personnel specialists should:

1. Begin the publicity program within the school, urging all graduating students to participate. Use posters supplied by the Vocational Education Division of the State Department of Education to promote the TECHDAYS program.

2. Compile a list of employers to invite to the TECHDAYS program from names suggested by the area school Job Vacancy File, suggestions by instructors, classified and commercial telephone directories listing firms specializing in certain activities or services, civil service announcements, advertisements for "help wanted" in local newspapers and magazines, news items of expanding businesses and major personnel changes, lists furnished by the Chamber of Commerce, lists published by county or municipal development organizations, and lists published by departments of industry and trade such as the Directory of Georgia Manufacturers;

3. Invite local employers and others to participate in the program. Include representatives from the armed forces. A sample letter which may be sent to local employers is included in Table 42, Table 43 being a suggested Interview Request Form designed to accompany the same letter. As replies are received from local employers and from those who respond to the statewide mailing, an initial reply should be sent to their responses. (See Table 44).

4. Plan for each area school student to be interviewed and to fill out personal data sheets for each employer who interviews him.

5. Plan with each department in area school to have personal data sheets on all students in the department file for employers use in interview sessions.

6. Determine a plan for distributing student transcripts; possibly one of the following plans will be applicable;

    a. During TECHDAYS, students needing transcripts request the area school office to send these transcripts to employers who interview them.

    b. After scheduling interviews with employers, each student may go to the school office and pick up a transcript to give to the interviewer. These transcripts may either be prepared ahead of time or reproduced at the time the student requests them, depending upon the type of equipment the school has and upon the cost.

    c. The transcripts can be assembled prior to TECHDAYS and provided to employers.

    Note the following concerning transcripts:

    a. Area school staffs preparing for TECHDAYS may want to determine the number of employers requiring student transcripts and then determine the best methods to follow in preparing them.

    b. No transcript should be furnished to an employer without signed authorization from a student.

About four weeks prior to TECHDAYS, student personnel specialists should:

1. Post an announcement about TECHDAYS and invite students to sign up for the program. For a sample announcement see Table 45.

2. Prepare a TECHDAYS schedule similar to the one suggested in Tables 34 and 46.

About three weeks before TECHDAYS

1. Student personnel specialists should

   a. Send letters to employers who will attend TECHDAYS. Enclose a copy of the TECHDAYS schedule, a school brochure, course outlines in which employers may be interested, and a reply form if motel reservations or audio-visual equipment are to be arranged for the area school staff. Also, the number of students who signed up to be interviewed by a particular company should be included in the letter. For a sample, see Table 47.

   b. Release early publicity to local news media. A suggested news release is given in Table 48.

2. Instructors should

   a. Collect personal data sheets from students, in final form, for duplication purposes. (See Table 49 for sample.)

   b. Collect information on various companies for student examination. Material collected might include company brochures, pictures of area school graduates employed by the company at work on the job, pictures taken of plant tours, and follow-up reports from area school graduates employed in firm.

About two weeks before TECHDAYS, the student personnel specialist should collect information to be furnished to employers: personal data sheets in final form, transcripts, and evaluation sheets to be used by employers when reacting to TECHDAYS. The evaluation sheet will be found on Table 50.

About one week prior to TECHDAYS

1. Student personnel specialists should

   a. Inform the entire faculty of the TECHDAYS schedule. Also, determine the employers coming to area schools to interview, arrange for parking spaces, arrange to have coffee prepared and served, and make plans

Table 40

GROUP DISCUSSIONS SEMINAR: "HOW TO GET A JOB"

I. Objectives

   A. To orient each student to the job placement function of the area school's program and system;

   B. To acquaint each student completing area school programs with the steps to take in finding a job related to his training by explaining the function of the instructional staff, the role of placement officer, and the student's role.

   C. To have each student complete and return the following material to the Student Personnel Office;

      1. A registration card;

      2. A resume or personal data sheet;

   D. To acquaint each student with the procedures followed by the school in aiding the student in finding a job;

   E. To acquaint students with information procedures used in informing prospective employers of the availability of area school graduates for employment;

   F. To acquaint students with the procedures used to schedule job interviews, and to announce jobs available for interviews.

   G. To create a relationship which will encourage the area school student to feel free to seek job seeking assistance when he needs it;

   H. To discourage students from accepting first job offer they receive.

II. Topics

   A. Locating job openings:

      1. Yellow pages in telephone book;

Table 40 (Continued)

2. Want ads;

3. Employment service;

4. School placement office;

5. Relatives and friends;

6. Letters of application;

7. Phone calls;

8. In-Person interviews;

B. Preparing for an interview:

1. Develop an effective resume;

2. Investigate the characteristics of the company and of the interviewer;

3. Anticipate job related questions which may be asked;

4. Insure attractive personal appearance;

5. Bring pen and note pad to interview.

C. Applying for the job:

1. Appear on time for interview;

2. Fill forms out neatly and accurately;

3. Project positive image of self at the interview;

    a. Acknowledge all introductions;

    b. Remain standing until invited to sit;

    c. Look directly at interviewer;

    d. Speak distinctly;

Table 40 (Continued)

e. Speak honestly and sincerely.

f. Appear agreeably confident.

4. Follow-up of an application and interview:

   a. Write a letter thanking the interviewer for his time;

   b. Return if invited.

Table 41

METHODS OF AROUSING OCCUPATIONAL INTEREST AMONG STUDENTS

Most instructors want their students to be interested in the occupation they are about to enter. Students who are interested in their educational and occupational opportunities are likely to become good workmen.

The following list of items might prove helpful in motivating students to become excited about their education and occupational opportunities (Hoppock, 1963, pp. 223-229, 303-333):

1. A bulletin board displaying items of current occupational interest;

2. A scrapbook including pictures of people working in an occupation related to the students, charts, graphs, statistical information, and articles from newspapers and trade journals;

3. Classroom library containing occupational information;

4. A bibliography indicating book titles and magazine articles concerning the occupational area are available;

5. Films borrowed from industry or through an educational film library on the particular occupation;

6. Filmstrips or slides on related phases of the occupation;

7. Field trips to related commercial industry;

8. Guest lecture by employers in related occupational firms;

9. Guest speakers by former area school students, area school graduates, experienced workers, and labor and management teachers;

Table 41

(Continued)

10. Trade journals and publications related to occupational areas for use in student reports;
11. Summary of names of local employers who hire employees trained in related occupations for which student is preparing;
12. Application forms from several different companies;
13. Practice sessions of job interviews in the form of role-playing;
14. Review of resume form and content.

Table 42

LETTER FROM AREA SCHOOL INVITING LOCAL EMPLOYERS TO PARTICIPATE IN TECHDAYS JOB INTERVIEWS

(Letterhead)

Superfire Distributing Company
8341 Exchange Street
Macon, Georgia

Gentlemen:

We are pleased to announce that on (month, date, year), (name of school) will be graduating students in our area school program. The purpose of this early notification is to invite representatives from businesses, plants, and industries in Georgia to interview area school graduates for job openings in your business. This job placement program, TECHDAYS, will be carried out in all of the area schools in Georgia on a staggered schedule so that employers can interview graduates in all parts of the state.

TECHDAYS at (name of school) will be held (month, day), and your company is invited to participate. The TECHDAYS program will be organized so that company representatives may meet with interested students in groups and in individual sessions. The area school counselor will coordinate this job placement program at the local level.

Students involved in the program will present employers with an education-occupation resume. In addition, facilities will be available for testing should you need spare time for such activity.

Although the area school graduating class this year is relatively small, the quality and potential of our graduates should not be underestimated. The following listing shows the number of students graduating from each course this year.

OCCUPATIONAL AREA	NUMBER OF GRADUATES

Since plans are now in progress for setting up this program, we would like to hear from you about your plans to interview in this program as soon as possible. Please indicate a desire to participate

Table 42 (Continued)

in the program by completing the enclosed Interview Request Form and by returning it to me at the above address. There is no charge involved in this program, either for interviewing or for employing a graduate.

TECHDAYS programs will begin at 8:30 a.m. each day of the program and be completed at 3:30 p.m. Please know how much your attendance at this interview program would mean to the graduate of area schools who are anxious to contribute their skills to the best interest of your firm.

Sincerely yours,

John Smith, Director
Student Personnel Services

JS:ers
Enclosure

Table 43

INTERVIEW REQUEST

(School Name)

TECHDAYS INTERVIEW REQUEST FORM

Date ____________________

Name of Company ________________________________

Address ________________________________

____

Name of Representative ________________________________

Title ________________________________

Address ________________________________

____

Please give a brief description of your company indicating the nature of your business:

____

____

____

Number of Employees ________________________________

Please list the course areas from which you are interested in interviewing graduates. If possible, indicate the number of openings available and the salary ranges. (This information may have some influence on the number of graduates who sign up for interviews with your company representative.):

Course Area	Openings	Salary Range

Mail form to: ____________________, Director, Student Personnel Services (School Address)

Table 44

INITIAL REPLY FROM AREA SCHOOLS TO EMPLOYERS INTERESTED IN INTERVIEWING AREA SCHOOL STUDENTS DURING TECHDAYS

(Letterhead)

(Date)

(Inside Address)

Dear Mr. _______:

It was with great pleasure that we learned you plan to interview our area school students stated for graduation during the Techdays program. Two weeks prior to Techdays, I will send you a master schedule, curriculum outlines, and other materials.

Our students want to know more about the nature and the scope of your (business, industry, or plant). Prior to your interview sessions with students, please send materials concerning your (firm, etc) to our school so that our students can become better acquainted with your operations. And if you have other suggestions for acquainting the students with (name of business, company, or institution), please let us know. We are anxious to cooperate with you.

When you receive the Techdays schedule, please notice the time alloted to prospective employers for group discussion meetings with students. We would like you to use this time to explain items of a general nature. During the interview sessions which follow, you will have an opportunity to work in individual sessions with one student at a time.

Sincerely yours,

__________, Director
Student Personnel Services

Table 45

STUDENT SIGN UP SHEET

TECHDAYS ANNOUNCEMENT AND SCHEDULE FOR STUDENTS

TECHDAYS AT THE SOUTH GEORGIA TECHNICAL-VOCATIONAL SCHOOL

Introduction

During the week of (________) there have been several companies invited to this school to interview (________) graduates. On examination of the Schedule Sheet for TECHDAYS, you will find listed information on firms that will be here to interview graduates during the career week. Under each companies name, you will find the occupational area in which they will have a group meeting and interview with area school students interested in their company. In order for you to be interviewed by a company you should sign-up for an interview in the office of the Director of Student Personnel Services.

Purpose of TECHDAYS

To provide an opportunity for students to learn about employment opportunities in their field and be interviewed by potential employers for jobs with their companies.

Preparations students must make for TECHDAYS

1. Sign interview sheet.

2. Provide a copy of your resume for each employer interviewing you.

JOB INTERVIEW SHEET

NAME OF COMPANY	TIME	STUDENTS' NAME	COURSE
Southern Bell	9:30	John Smith	Bus. Ed.
(etc.)	(etc.)	(etc.)	(etc.)

Table 46

TECHDAYS SCHEDULE

(Name of School)

MASTER SCHEDULE FOR TECHDAYS

(Date)

MONDAY, June 20, 1967

GROUP SESSION TIME	FIRM	FIRM REPRESENTATIVE	LOCATION OF GROUP SESSION AND INTERVIEW	GRADUATES OF	INTERVIEW TIME	FACULTY SPONSOR
8:30 - 9:00	Southern Bell	Mr. John Smith	Electronics Building	Business Ed. Electronics	9:15 - 3:00	Mr. Thomas
8:30 - 9:00	Dodge City Motors	Mr. Fritz Chrysler	Auto Shop	Auto Mechanics Auto Body Rep.	9:15 - 11:00	Mr. Jones
9:00 - 9:30	Western Electric	Mr. Joe Jones	Business Ed. Bldg.	Business Ed. Electronics Radio & TV	10:15 - 3:00	Mrs. Brown

TUESDAY, June 21, 1967

(Etc.)

Table 47

LETTER FROM AREA SCHOOL TO EMPLOYERS ATTENDING TECHDAYS

(SCHOOL LETTERHEAD)

Name and Address
of Participating Company

ATTENTION: Mr. (Representative's name)

Gentlemen:

Plans are now well under way for TECHDAYS at (name of school) to be held on (date). We are happy to know that you will be coming to our school to interview students on that date.

Our students have been informed of your plans to attend and have been given the opportunity to sign up for interviews with you. Numbers of students signing up to interview with you during your visit include the following:

Course Area	No. of Students Desiring Interviews

With several weeks yet to go before TECHDAYS, we anticipate the number of students signing up to interview with you to increase.

We are enclosing a copy of our TECHDAYS schedule, a copy of our area school brochure, and a copy of an outline of occupational courses which relate to the nature of your business.

In order that you might meet a maximum number of students during your interview sessions here, we have scheduled group interviews for you with students at our school interested in your firm. In addition, we have also scheduled individual interviews for you with students. Our students have been advised that few jobs will be offered to them during these interview sessions and that job offers will be more conveniently agreed on at a date and time following TECHDAYS, preferably at the employer's convenience.

Table 47 (Continued)

Thus, we have worked to effectively structure TECHDAYS for the employer's convenience and the student's interest. If we can be of further assistance to you in arranging for motel reservations or audio-visual equipment, please let us know. We have reserved parking places set aside for you near the entrance to our school. Until TECHDAYS, we send you our warmest thanks for your interest in our program and ask that you let us know if we can be of service to you.

Sincerely,

__________, Director
Student Personnel Services

Table 48

A SUGGESTED NEWS RELEASE FOR LOCAL NEWS MEDIA

For Immediate Release

GEORGIA'S EMPLOYERS MAY PICK FROM THE BEST DURING TECHDAYS

Local Program is Part of State-wide Job Placement Activity

The Vocational Education Division of the State Department of Education recently announced a program which will provide an outstanding opportunity to business and industry in recruiting qualified new employees.

Called TECHDAYS, the state-wide job placement program for Georgia's area vocational-technical schools is to begin this spring. It is a coordinated effort in which prospective employers are being invited to each of the area schools throughout the state on designated dates to interview graduating students for possible employment. TECHDAYS will take place on ___(dates)___ at ___(Name of school)___.

Each graduating student desiring to be interviewed during TECHDAYS will prepare a comprehensive resume of his qualifications and experience, and these will be made available to interested employers who participate in the program. Area school facilities are available to employers who want to conduct individual interviews as well as to conduct group interviews. A counselor from the area school staff will coordinate the interviewing session arrangements. Testing facilities are also being made available.

TECHDAYS in Georgia will cover a period of six weeks, beginning in March and ending in May. Programs at the twenty-three schools are being conducted on staggered dates according to geographical location, so that employers can follow the program across the state, interviewing at selected area schools or at all area schools if they desire.

This program is a service provided to Georgia businesses and industries at no charge, fulfilling, in part, a continuing desire of vocational education to serve not only the diligent vocational-technical student but the quality of Georgia as well.

Table 48 (Continued)

Fields of training graduating skilled potential employees this Spring include: chemical technology; civil technology; data processing; drafting; electrical technology; electronic technology; mechanical technology; air conditioning; auto body repair; automobile mechanics; aviation mechanics; masonry; cabinetmaking; art; cosmetology; diesel mechanics; electrical appliance servicing; power mechanics; machine shop; office machine repair; photography; printing; radio and TV repair; welding; watchmaking; business education; dental technology; medical laboratory assistant; practical nursing; optical technology; textile science; research laboratory assistant; instrumentation technology; and others.

Table 49

PERSONAL DATA SHEET

NOTE TO INSTRUCTOR OR STUDENT PERSONNEL SPECIALISTS

This table contains sample student personal data sheets.

A personal data sheet is a collection of vital information about you related to your work and school experience. In preparing a personal data sheet, remember to include the following information.

1. Include all of the vital information needed to acquaint a prospective employer with your job qualifications;
2. Include personal information, vital statistics, education, experiences, and references.

An example of a well-prepared resume is given here for you to study.

Table 49

(Continued)

FORM FOR PERSONAL DATA SHEET

Name ______________________________ Position Applied For ______________________________

Address ______________________________

City, State ______________________________

Telephone ______________________________

EDUCATION:

____

____

____

____

EXPERIENCE:

____

____

____

PERSONAL:

____

____

____

REFERENCES:

____

____

____

Table 49

(Continued)

SAMPLE PERSONAL DATA SHEET

RESUME
of
Jane Doe
1913 18th Avenue
Rockford, Illinois

* POSITION SOUGHT: Office-Data Processing Department Key Punch Operator

* VITAL STATISTICS:

Date of Birth:	June 15, 1942	Height:	5 feet 7 inches
Marital Status:	Married	Weight:	117 pounds
Social Security No.:	342-36-0404	Health:	Excellent

* EDUCATION:

Rockford East High School, Rockford, Illinois
Year of Graduation: June, 1962

Significant Courses:
1. English
2. Government
3. Mathematics

Coahoma Jr. College, Clarksdale, Missouri

Significant Courses:
1. Social Studies
2. Literature

Rockford School of Automation, Rockford, Illinois
Date of Graduation, June 15, 1965

Significant Courses:
1. IBM #024-026 Key-punch to include Programming and Alternate Programming
2. IBM #056 Verifier
3. IBM #082 Sorter

Table 49 (Continued)

* EXPERIENCE:

Vacation employment at Rockford Dry Goods, Rockford, Illinois
Green Giant, Belverdere, Illinois
Coiffures by Mr. Lawrence, Rockford, Illinois

* REFERENCES:

Mrs. E. G. Roberts	705 Indiana Avenue	School Board Nurse
Mrs. Lucille Howard	1137 Bruce Street	Secretary
Mr. Thomas Jones	601 Kent Street	Beautician

Table 50

EMPLOYER EVALUATION OF TECHDAYS

Date ________________

_____________Tech

PARTICIPATING EMPLOYER'S EVALUATION OF TECHDAYS

Evaluation of Program

1. Was your visit to the school worthwhile? Yes ___ No___
2. Was the time allowed for interviews adequate? Yes ___ No ___
3. Were the facilities for interviews adequate? Yes ___ No ___
4. Were the group meetings adequate? Yes ___ No ___
5. Was the information you received on TECHDAYS adequate? Yes___ No ___
6. Did the date of the program suit your needs? Yes ___ No ___
7. Were you successful in hiring any graduating students? Yes ____ No___

Evaluation of School

1. Did the students have apparent and sufficient knowledge of the vocation? Yes ___ No ___
2. Did the students display acceptable attitudes toward their vocation? Yes ___ No___
3. Did the students show acceptable attitudes toward you as a prospective employer? Yes___ No___
4. Did the personal appearance of the students meet the requirements of your company? Yes___ No___

6

Table 50 (Continued)

5. Was the conversation of the students acceptable? Yes___ No___

Please evaluate the program and students in general. (Continue on back of this sheet if necessary).

Evaluator's signature ______________________Company________________

Title _____________________Address__________________________________ to acquaint them with the building. Ask Coordinator of Industrial Training to summarize advantages and disadvantages of employment in occupational areas with student involved in TECHDAYS.

b. Provide student with information about the company. (Brochures, pamphlets, etc.)

2. Instructors should

    a. Study the TECHDAYS schedule and instruct students about their participation, stressing the importance of coming to group sessions and to individual interviews on time, and stressing the need to expect few job offers during school interviews.

    b. Complete instructional units related to the occupational area on finding a job.

    c. Encourage students to investigate several job opportunities before they make a final choice.

On TECHDAYS

1. Student personnel specialists should

    a. Make arrangements for a school representative to meet employers and escort them to their assigned locations.

    b. Supply each employer representative with copies of the TECHDAYS schedule.

    c. Make arrangements for employers to be taken on a planned tour of the school.

    d. Provide employers with copies of occupational course outlines.

    e. Make arrangements for employer representatives to interview students in group sessions and individually. Proposed schedules are given in Tables 34 and 46.

f. Encourage employers to arrange for students they wish to interview further to visit them at their plants or businesses at a later date.

g. Insure that evaluation sheets of the TECHDAYS program are collected from employers. During the TECHDAYS orientation session, request that employers turn in evaluations before they leave the area school. Ask student guides to help in collecting these evaluation reports. The success of TECHDAYS at any given school depends largely on how well the school has made its preparations for a successful program.

2. Instructors should

   a. Carry out activities assigned by the area school Steering Committee.

   b. Be available to assist students and employer representatives.

After TECHDAYS

1. Student personnel specialists should

   a. Send a letter of appreciation to each employer representative who interviewed on TECHDAYS.

   b. In order to improve the job placement program, interviewing employers and students interviewed are asked to evaluate the TECHDAYS program and to make suggestions for improvement. Specific instruments for this evaluation are included as Tables 50 and 51. Each coordinator of student personnel services is asked to use these forms and to make a report to the Vocational Education Division, State Department of Education, for the purpose of planning the next year's job placement program. Area school officials are also asked to make recommendations for the following year's program.

Table 51

FORM FOR STUDENT EVALUATION OF TECHDAYS

Date________________

______________Tech

STUDENT EVALUATION OF TECHDAYS

1. Do you feel that the placement program was worthwhile? Yes____ No ___
2. Was the date of the program properly timed? Yes____ No ____
3. Was there sufficient time allowed for interviews? Yes ___ No___
4. Did you have any job offers? Yes ___ No ___
5. If yes, how many _____, and from what company or companies? ____
6. Did you accept a job? Yes ___ No ___
7. With what company? ______________________________
8. Did the representative of a company set a date for an additional interview? Yes ___ No ___
9. Was the position offered or accepted in the field for which you were trained? Yes ___ No ___
10. What was the salary of the job offered if accepted?
    _____Below 50 ______50-70 _____70-90 ______90 or over
11. Why did you not accept the job that was offered? _____salary too low, _______geographic location of company, _________already have a job, _________Other (Please designate)

Table 51 (Continued)

12. Were you able to determine whether the jobs you were interviewed for were adequate for your training? Yes___ No ___

13. Were you properly prepared for the interview? Yes ___ No ___

14. If not, why? _____improper dress, _____lack of knowledge or vocation, _____insecure, ______lack of practice in being interviewed, _____lack of prior knowledge of the company.

Please give any suggestions that will improve the program for future graduates. (Continue on back of this sheet if necessary).

Student's Signature______________
Course Completed______________

c. Determine the employment status of students interviewed after the TECHDAYS program has been carried out in the area school and then again survey their job status just prior to graduation. A form for this purpose is given in Table 32.

2. Instructors should

   a. Examine the consolidated report from their school and make recommendations to the coordinator of student personnel services. Special notice should be taken of such items as length of group sessions and of interviews. Recommendations should include the ideas of instructors as well as those gathered from evaluation reports.

   b. Work to assist students until they are employed or make plans for experience other than employment, such as military service or marriage.

   c. Assist students to evaluate job offers.

Continuous Job Placement Activities - Students begin and complete programs in area schools at different times, and not all area school students are scheduled to graduate at one time during the school year. Thus, job placement is not a once-a-year programmed activitiy, but in some ways is a continuous activity through the school year.

To provide job placement assistance to students who are not graduating in time to be included in TECHDAYS activities, student personnel specialists should maintain files of students completing area school programs and seeking employment, and of employers with job openings. Table 33 depicts a form which is useful for student personnel specialists to use in keeping a record of local job openings of interest to area school students, while Table 31 is a registration card for students desiring job placement assistance.

Provisions for offering continuous job placement service to graduating area school students can be made through student personnel specialists carrying out the following procedures:

1. During orientation of new students, student personnel specialists explain job placement services available to area school students. A student handbook should be distributed

which outlines steps area school students will want to take to receive maximum benefit from the assistance available;

2. About six weeks prior to the end of each area school year, instructors should request graduating students to register for job placement with the student personnel specialist; (See Table 31)

3. From the registration forms, a notice is prepared and mailed to employers, stating the number of area school students graduating in each occupational area;

4. When employers inform the area school of job openings, the student personnel specialist records the information on the Job Vacancy Form (Table 33);

5. The student personnel specialist posts the Job Vacancy Form in appropriate departments of the area school;

6. He also conducts a group meeting with graduating students, telling them of assistance which will be given in helping them prepare their letters of application for the jobs of their choice (Table 52); letters following-up an interview (Table 53); and personal data sheets (Table 49). If the student personnel specialist can offer this service, he often conducts units on finding a job (see chapter on the Information Service);

7. He also arranges for students who have registered for job placement assistance to report their job status to the student personnel office. These occasions help generate opportunities for job counseling between the student and the personnel specialist.

EVALUATION OF JOB PLACEMENT

Provision should be made for evaluation of the job placement program to provide the basis for improvement. Much important information of an evaluative nature can be derived by tabulating the number of employers interviewing students during the TECHDAYS programs, the number of interviews arranged by the area school staff, and the number of

Table 52

LETTERS OF APPLICATION

Some Suggested Guide-Lines for Writing a Letter of Application

Use the sales approach by arousing an interest in yourself, creating a desire for your services, convincing the employer that you are the worker he needs, and inviting the employer to make an appointment for you for a job interview.

In a short, interesting first paragraph, identify the job you are applying for stating the way you learned of the opening.

If you are answering a want ad, respond to all the items outlined in the ad, including other items such as willingness to work, promptness, reliability, and good health. Use tact and common sense and above all, tell the truth.

Include age, education, experience, the name of three or more persons to contact for personal reference, home phone number, and request for an appointment for an interview. Relatives should not be included in references.

A usual practice is not to state salary requirements unless the advestisement requests applicants to state salary desired.

General Suggestions

Type your letter if possible. If not, write neatly and legibly in blue or black ink. Use only one side of the paper and leave generous margins.

Write in the general style and with the word choice you would use when talking, using standard English.

Table 52

LETTERS OF APPLICATION
(Continued)

Sample Letter of Application #1

____
____
____

____
____
____

Gentlemen:

I should like to apply for the position of ______________ advertised in the ____________. In answer to your requirements, I can offer the following qualification:

Age ______

Education ____
____
____

Experience ____
____
____

Special Assets ____
____
____

References ____
____
____

I shall be glad to call at your office for a personal interview at any time that is convenient to you.

____
____

Table 52

LETTERS OF APPLICATION
(Continued)

Sample Letter of Application #2

213 North College Avenue
Salem, California
May 23, 1966

Mr. Ralph King, Personnel Manager
Perkins-Nash Engineering Company
Salem, California

Dear Sir:

Mr. Lawrence, who is in charge of placement at ___________Area Vocational-Technical School, has told me that there is an opening in your organization for a machinist with pre-employment training. I would like to be considered as an applicant.

I have completed two years of training in a state-approved program for machinists. Last summer, I worked full time as a vacation replacement in the ___________Machine Company under its apprenticeship program. I enclose the names of three people who will discuss with you my training and experience.

I have enjoyed my work as an apprentice machinist and feel confident that if given a chance, I will do all that I can to adequately fill your vacancy. I can be ready to start work after July 29, 1966. My telephone number at home is 736-5384 and I am at that number after 3:30 p.m. each day. I will look forward to hearing from you about an interview at your convenience.

Sincerely yours,

Table 53

SAMPLE FOLLOW-UP LETTERS OF AN INTERVIEW

Dear

Thank you for talking with me recently about the vacancy in your ________ department. You provided me with an excellent insight into what would be expected of the employeee who qualifies for this position.

I am very much interested in the job you have available and feel that my training and experience during the past two years will prove a definite asset in qualifying me for these duties.

Enclosed please find a completed job application form and related job information requested. Further, I have requested that the director of my area school send you a transcript of my area school record.

Sincerely yours

Dear

Thank you for your interest in me during our recent interview.

The brochures that you gave me very clearly and accurately described the opportunities available in your firm.

I will be anxious to hear from you concerning your decision at your earliest convenience.

Sincerely yours,

graduates placed in jobs related to their training. Data for evaluating the Job Placement Service may be gathered from the following sources:

1. Student evaluation of TECHDAYS (Table 51);
2. Employer evaluation of TECHDAYS (Table 50);
3. Student registration forms (Table 31);
4. Follow-up of students completing area school programs and of their employers (see Chapter IX).

Annual reports summarizing such data should be prepared in a clear and concise form, such as the one in Table 54 for each department in the school.

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Mr. Jim Whichard, Test Technician, Employment Security Agency, State Department of Labor, Atlanta, Georgia.

REFERENCES

Hoppock, Robert. Occupational Information. Second edition: New York: McGraw Hill, 1963.

Table 54

SAMPLE EVALUATIVE REPORT OF JOB PLACEMENT SERVICE

PLACEMENT REPORT

Fiscal year July 1, 1966 through June 30, 1967
Dental Laboratory Technology Department
Lincoln County Area Technical School
city, state

Total who left school	50
Graduates	38 (76%)
Withdrawals	12 (24%)
Sought placement assistance	40 (80%)
Through TECHDAYS only	30 (60%)
Through school placement office only	5 (10%)
Through TECHDAYS and school placement office	5 (10%)
Placed primarily through school assistance	30 (60%)
TECHDAYS	25 (50%)
School placement office	2 (4%)
TECHDAYS and placement office	3 (6%)
Number employed	45 (90%)
Full time in field	41 (83%)
Self employed	4 (8%)
Employed for others	37 (72%)
Full time in related field	3 (6%)
Part time and continuing school	1 (2%)
Part time only	0
In unrelated field	1 (2%)
Job satisfaction reported by those employed full-time in field	
Very satisfied	5
Well satisfied	25
Satisfied	10

Table 54 (Continued)

Not quite satisfied			1
Very dissatisfied			0
Number in military service			5 (10%)
Number unemployed			0

Salaries per week	Low	Median	High
Full-time in field	$80	$98	$135
Full-time in related field	$75	$85	$105

Average number of job offers received before accepting first job	4

Student Response to TECHDAYS

Number participating		30
Considered it worthwhile		24 (80%)
Well timed		27 (90%)
of sufficient duration		20 (67%)
Received job offers		15 (50%)
at weekly salary of $70-90	7	
of over $90	8	
Accepted jobs		10 (33%)
Gave as reason for not accepting:		
Salary too low		2
Geographical location		2
Already employed		1
Set dates for additional interviews		15 (50%)

Table 54 (Continued)

Employer Response to TECHDAYS

Number participating	5
Considered it worthwhile	5
Considered interview time adequate	3
Considered facilities adequate	4
Considered group meeting adequate	2
Considered information received adequate	2
Considered data suitable	5
Hired graduates	3
Rated student knowledge of field of sufficient	5
Rated student attitudes toward vocation as acceptable	5
Rated student attitudes toward interviewer as acceptable	5
Rated student appearance as suitable	5
Rated student conversation acceptable	5

Employer Response to Performance Of Graduates on the Job

Number surveyed	10
Number responding	10
Number of graduates involved	41

(See table next page)

Table 54 (Continued)

High, median, and low ratings received:	Superior 1	Above Average 2 3	Average 4 5 6	Below Average 7 8	Poor 9
Job Understanding	xxxx	xxxxxXx	xxx		
Job Skill		xxxxXx	xx		
Reliability		xxxXxx			
Punctuality		xxxXxx			
Initiative		xxx	xxxxXxxx	xx	
Productivity		xxxxXx	xxx		
Safety Practices	xxx	xXxxxx			
Housekeeping	xxx	xxxxxxxx	Xxxxxxxx		
Appearance		xxxxxx	Xxxxxx		
Quality of Work	xxx	xxxxxxxx	Xxxxxxx		
Leadership Ability		xxx	xxxXxxxx		
Learning Ability	xxxx	xxxXxx	xxx		
Adaptability	xx	xxXxxx			
Ability to Work With Others	xxxxxx	xxxxXxx	xxxx		
Overall Potential		xxxxxXx	xxxxx		
Ability to Follow Instructions	xxxxxx	xxxXxx	xxxxxx		
Observance of Company Policies	xxxx	xXxxxx			
Need for Supervision		xxxXxx	x		
Motivation	xx	xxxXxx	x		
Willingness to Learn	xxx	xXxxxx			
Pride in Work	xxx	xXxx			
Self Confidence		xxx	xxXxxxx		

Chapter IX

EVALUATION

RATIONALE

The proposing of objectives for student personnel services and of the procedures for accomplishing them is not enough. A means of systematic and continuous feedback of data to determine the extent to which the procedures used are accomplishing the proposed objectives is needed to assure an effective program of student personnel services. Such an approach increases the probability that student personnel services remain sensitive to the needs of students, enabling these services to make a maximum contribution to the educational effort of the vocational-technical school.

The most important evidence that the purposes of student personnel services are being accomplished is found in the lives of students. Gathering such evidence requires answering four questions: first, what is the behavior expected of an individual as a result of student personnel service in an area vocational-technical school? Second, what are the criteria for determining whether or not students exhibit such behavior? Third, how can identified criteria be combined into data-collecting instruments within the restraints and resources of the institution? Fourth, how can collected data be analyzed and reported to insure greatest use?

An evaluation system should be built upon objective data which characterize the final product of the school and which indicate needed improvements. In the past, there has been a reluctance on the part of education to objectively evaluate its program. Too often, the focus of evaluation programs has been directed at the process of education rather than at the end product. Before considering the focus and approach for evaluating student personnel services in vocational-technical schools, attention must first be given in detail to the "why" of evaluating student personnel services in vocational-technical schools. The "why" may, in part, indicate the "how".

Serving the best interest of the student is the best for business and industry in the long run because they must employ individual students. If business and industry urge the school to follow practices which are not conducive to the best personal development of the student, the student personnel worker must be able to recognize such pressure and explain to the school administrators why such practices should not be followed. The student personnel specialist must assume that the school administration and business will respect him for protecting the student's right to become a self-directed individual. The student personnel specialist must also assume that the school administration and the business community are interested in long-term development of the individual.

Third, a systematic evaluation of student personnel services is needed in order to assist local officials in identifying problems which student personnel services can help solve. For example, one of the functions of personnel specialists is to provide information to potential students about the area vocational-technical school. A problem facing vocational education administrators is determining how effectively such information is communicated to the different sub-populations the school is designed to serve. Effective communication means that potential students for whom vocational-technical education is appropriate come to perceive vocational education as a valid vocational choice. Therefore, evaluation of student personnel services should produce evidence regarding whether or not the student personnel services program has communicated equally well to the different sub-populations for whom the school might be appropriate.

Another goal of the student personnel service program is to assist students in formulating logical reasons for attending the vocational-technical school. An evaluation of student personnel services should produce evidence as to how effective the program has been in assisting students to formulate logical reasons for enrollment. Research has shown that students who have logical reasons for enrolling in vocational-technical schools are more stable and more likely to finish their programs than are students who do not have such reasons (Hoyt, 1966).

Also, evaluation of the student personnel service program should help to determine whether the school is bringing out the best in each person. For example, do the graduates feel the need of improvement in themselves as persons? Feeling such a need is fundamental to self-development. If the school can communicate to the student that education is a life-long process, the school will be making a significant contribution toward each person's reaching his highest potential.

The fourth purpose of evaluation should be to determine which activities contribute most toward the solution of a problem. For example, many area schools are conducting various activities to enroll potential students in their programs. A great deal of time and energy could be saved if local vocational-technical schools knew which activities contributed most to the enrollment of students. Some recent data collected on a student questionnaire (Bottoms, 1966) indicate that more pre-admissions activities should be concentrated on current students, high school counselors and newspapers. About 90 percent of the area school students currently enrolled found out about the program from these three sources. In terms of who influences students to enroll in vocational-technical schools, concentration should be on parents, the peer group, and the high school counselor, in that order, since they most influenced current students.

Evaluation should also produce evidence as to the adequacy of certain instruments used by the personnel worker. For example, the General Aptitude Test Battery is currently being used for entrance testing in area schools, but there is need to determine its adequacy for this purpose.

A fifth major reason for evaluation is to help establish professional identity for student personnel specialists. Just as vocational education has been referred to as a "twilight zone" in education, so the student personnel specialist is not well understood by people within or outside the school. Too many people still view the student personnel specialist merely as a sophisticated clerk. Only through a systematic program of evaluation over a period of years can student personnel specialists show that they are contributing to the development of students in such a way that these services can be considered an essential part of the school program.

Sixth, there is a need for vocational education to develop a systematic evaluation approach for their program. Such efforts would enable vocational education to take an offensive strategy regarding their programs rather than a defensive one in which their energy is spent in defending the status quo and in criticizing other agencies for performing the job that was supposed to be theirs.

OBJECTIVES

The most direct way of measuring what we expect of students is to directly state the behavior expected as a result of student personnel services. For example, there are some simple things we want to know. Did the student choose to come to the vocational-technical school? Does he know why he chose to enroll in this program? It is hoped that personnel services will help students understand what they want and why they want it. The goals of personnel services are in some ways broader and in some ways narrower than those of the entire school. Student personnel services help the student become someone while the school helps him become something. The student personnel service is concerned with helping him develop a sense of worth, self-respect, self-determination, and the ability to make decisions. There is difficulty in attempting to relate the objectives of vocational-technical schools to student personnel services functions and the possible indices of success which can be used to evaluate the extent to which these functions have been carried out. The problem is that various student personnel services are not distinct in operation. If we attempt to define student behavior in cause and effect terms, we discover that any given behavior may have a multiciplicity of causes. For example, it is almost impossible to separate influences in the classroom and influences from student personnel services outside the classroom. For this reason the goals of student personnel services are stated in terms of desired student behavior. It is assumed that the role of the student personnel service program is to create a desirable climate through the use of both direct contact with students and indirect contacts with teachers and administrators and through other means in which desired student behavior patterns may be developed.

The goals toward which the student personnel service strives have been stated throughout this report in terms of desired behavior at four major choice points.

Objectives of the Evaluation Service have been stated as functions of student personnel specialists.

Goals of Student Personnel Services for Vocational-Technical Schools Stated in Terms of Desired Student Behavior

Before Enrollment, Students

1. Understand and accept the nature and role of area vocational-technical schools in American society;

2. Perceive area vocational-technical schools as possible educational alternatives for themselves;

3. Understand the nature and value of the occupations for which area vocational-technical schools offer training;

4. Project themselves into a future occupational setting while considering the area vocational-technical school;

5. Relate their abilities, interests, and values to the opportunities in area vocational-technical schools;

6. Explore problems which may be obstacles to enrolling, but problems which they plan to solve, such as finances, transportation, selection of curriculum, housing, physical limitations, values, family, and personal interests;

7. Either accept or reject the area vocational-technical school avenue as being reasonable for them.

At Time of Enrollment, Students

1. Explore problems which may be obstacles to enrolling but which they plan to solve: finances, housing, transportation, or personal considerations.

2. Relate their experiences, values, motives, and aptitudes to the vocational-technical curriculum.

3. Relate themselves to a specific curriculum.

4. Select a specific program and completes the admissions process of making application, taking entrance tests,

having interviews, making a course deposit, and registering for classes.

During Enrollment

1. Students are able to state decisions which they must make; seek occupational, educational, and personal-social information to use in making the decisions; and develop skills and understanding necessary for implementing their decisions.

   They gain an awareness of:

   a. The decisions they may face;

   b. Purposes of the school;

   c. Alternatives among which they may choose at each decision point;

   d. Their own characteristics;

   e. Educational opportunities offered by the area vocational-technical school;

   f. Other educational opportunities;

   g. The relationships among the decisions they face, the alternatives among which they may choose at each decision point, and their own characteristics.

2. They increase:

   a. Understanding of their own values;

   b. Understanding of their own desires;

   c. Understanding of employer expectations;

   d. Knowledge of proper work-related attitudes;

   e. Knowledge of methods for seeking jobs;

f. Ability to plan for continued occupational development;

g. Ability to manage money;

h. Ability to make wise use of leisure time,

i. Knowledge of sources of assistance for solving difficulties;

j. Ability to plan for continued educational development;

k. Ability to plan for continued personal development.

3. They understand:

   a. The need for further education in their field of study and of where such education may be required;

   b. Their military obligations, if any, and information about opportunities therein;

   c. That specific choices of jobs in their field should be kept tentative until they have sufficient information about the world of work and about themselves to make a wise decision.

4. They learn to use study skills needed in the area vocational-technical school.

5. They develop:

   a. Intangible attitudes and understandings that enable them to enter into, and progress in, the world of work;

   b. Understandings of the dynamics of interpersonal relationships;

   c. A "model" or "pattern of skills, attitudes, and job understandings" which will enable them to be effective in locating the right job and in successfully adjusting to the world of work.

When Leaving School and Entering Employment

1. They accept responsibility for making plans for the transition from school to employment.

2. They identify with the world of work in the specialty for which trained.

3. They enter an appropriate post-school occupation.

4. They feel the importance of a chosen occupation-- who they are and what they have to offer.

Functional Objectives of Student Personnel Specialists

The functions which student personnel specialists should perform in the evaluation service are as follows:

1. An enrollment report is prepared annually and submitted to the State Supervisor of Vocational Guidance.

2. A student characteristics report is prepared annually and submitted to the State Supervisor of Vocational Guidance.

3. An alumni follow-up report is prepared annually and submitted to the State Supervisor of Vocational Guidance.

4. An employer follow-up is conducted.

5. Research studies are undertaken to determine the effectiveness of various student personnel practices.

6. The school cooperates in state-wide research studies when they are conducted.

7. The entire student personnel program is evaluated during the periodic total school evaluation.

8. Reports on the results of evaluation studies (each of the above) are made regularly to the staff and faculty of the school.

Possible Indices for

Measuring Whether or Not Students Exhibit Desired Behavior

Once the expected behavior has been established, what are some possible incides or criteria to determine whether or not the student exhibits such behavior? It is difficult to find criteria for which points of absolute good or bad can be established--criteria that indicate, for certain, a given degree of success in carrying out objectives. Establishing evaluation criteria still requires much discussion and experimentation. The problem at hand revolves around reaching agreement on what to use. To do this requires discussion of such questions as: Is it generally true that a small number of dropouts is good and a large number is bad? Are there some instances in which a student should leave a program? How are such instances to be determined? What of the students who are "trying out" a program and decide that another would be more suitable?

An attempt has been made to identify possible criteria to be used in determining the degree to which the objectives are being achieved; the criteria are listed as "indices of success". An index of failure, then, should be the opposite of a given index of success.

1. Number of students enrolled is equal to school capacity.

2. Potential students can pass a test on knowledge of occupational opportunities possible through education at the area vocational-technical school.

3. Potential students can pass a test on knowledge of curriculum offerings at the area vocational-technical school.

4. An increasing percentage of the applicants apply for curricula appropriate to their ability as indicated by GATB results.

5. Applications are received from all potential students in the area served by school.

6. An increasing percentage of applicants and students have a positive attitude toward school as measured by the attitude inventory on Student Questionnaire.

7. An increasing percentage of students find out about the area vocational-technical school from their school counselor and an increasing percentage discuss attending the school with their school counselor.

8. An increasing percentage of applicants come for pre-admission counseling.

9. An increasing number of applicants applying for "inappropriate" curricula as measured by the General Aptitude Test Battery voluntarily change to "appropriate" ones as a result of counseling and test interpretation designed to assist the applicant in relating his abilities to curricula offered.

10. An increasing percentage of applicants enroll in appropriate curricula as measured by GATB.

11. An increasing percentage of students remain until graduation.

12. An increasing percentage of students pass course work.

13. Reduction in number of applicants who fail to enroll for stated financial reasons.

14. Reducation in number of students who withdraw from school stating financial reasons.

15. An increasing percentage of students needing financial assistance receive financial assistance.

16. Students can pass a test on knowledge of student services offered by the school and how to obtain these services.

17. Students can pass a test on basic facts about school rules.

18. Perception by student of curriculum in which he is enrolled as worthwhile to society as indicated by score on rating scale completed by student.

19. Favorable student evaluation of work of classmates as shown on rating scale developed for this purpose.

20. Favorable student evaluation of students in other curricula as shown on rating instrument developed for this purpose.

21. The graduate understands the rank and remuneration reasonable for his training and abilities.

22. Rating by instructor of student's adjustment to procedures, ethics, and personal relationships in the school.

23. Rating by employer of graduates adjustment to procedures, ethics and personal relationships on the job.

24. Instructor rating of students' ability to do group work on assignments.

25. Students can pass a test of knowledge on the different occupational areas they might enter as a result of their training.

26. An increasing number of students make plans for entering employment and subsequently carry out those plans.

27. Awareness by students of immediate and ultimate opportunities available to them as a result of their training or capabilities in last quarter.

28. Students measure up to acceptable standards of appearance as measured by the instructor.

29. Correlation of graduates reporting satisfaction in employment with rating by counselor of their information-reality level prior to leaving school (rating sheet would have to be developed).

30. High instructor rating on reality level of graduates.

31. An increasing number of graduates investigate several job openings before accepting a job.

32. An increasing percentage of enrolled students report satisfaction with housing, etc.

33. An increasing percentage of students having difficulties with receiving and executing orders seek help and overcome the problems.

34. An increasing percentage of students initially identified as having difficulties with interpersonal relationships seek help and resolve these difficulties.

35. An increasing percentage of students, identified as having difficulty, give credit to counselors for assistance.

36. All graduates planning to go immediately from school to work are employed within four weeks following graduation.

37. An increasing percentage of students identified as having had appearance or conduct problems seek help and correct the situation.

38. The graduate accepts employment in the job offering the greatest opportunity for vocational and personal development according to estimates he makes and gives to instructor prior to accepting job.

39. Improved instructor rating of ability to do group work.

40. Improved instructor rating of ability to communicate appropriately.

41. High student awareness of proper appearance and conduct.

42. An increasing percentage of graduates evaluated by employers as having pride in their work.

43. An increasing percentage of graduates evaluated by employers as being adequately trained for their work.

44. Employers interviewing graduates report favorable impressions of graduates performance and appearance during the interview.

45. An increasing percentage of students employed in field for which trained.

46. Salaries of graduates are appropriate for their training, abilities, and location of job.

47. An increasing percentage of students indicate satisfaction with job.

48. An increasing percentage of students receive more than one job request.

49. An increasing percentage of graduates obtain employment in jobs considered appropriate by instructor.

50. An increasing percentage of graduates discuss possibilities for employment with instructor or counselor.

51. An increasing percentage of students receive direct assistance from school in finding employment.

52. Eighty-five percent return on follow-up questionnaires from graduates.

DEVELOPMENT OF DATA-COLLECTING INSTRUMENTS

It is often difficult to develop evaluation instruments to obtain data to measure whether or not the desired goals are being accomplished. Anyone developing an evaluation program must realize that it is impossible to develop immediately a total evaluation of student personnel services. The program recommended is a minimum program which should be improved year-by-year.

The amount of time available for evaluation determines the scope of the evaluation to be conducted. However, every school has enough time to conduct some type of evaluation even if it is merely a short questionnaire submitted to students asking whether or not they found the services adequate. Furthermore, care must be taken in designing the evaluation to insure that the data collected can be used to recommend changes in the program. If the type of answers given to a particular question asked of graduates or employers do not recommend either continuing or changing a specific student personnel practice, the question is useless. In developing a program of evaluation, it is difficult to originate neat, precise, data-collecting instruments. The instruments recommended will go through a process of change during the next several years and may, at first, seem rather awkward and inefficient.

APPROACH FOR COLLECTING DATA FOR EVALUATION

Several approaches can be used in collecting data for evaluating student personnel services. These include faculty and student opinions, opinions of experts, a log of activities, measurement of what happens to students, and others. Another way of evaluating personnel services is to list the services offered and then obtain expert opinions as to which are desirable. The list of services which are considered desirable by experts then becomes a check list against which existing student personnel services may be evaluated. Still another method of evaluating student personnel services is to ask students, instructors, graduates, and employers what they think of the services offered. The approach recommended here is to collect data on students which tend to reflect whether or not they have acquired the desired behavior expected as a result of personnel services. The instruments shown in the tables to follow were prepared to reflect as many of the criteria previously mentioned as possible at the time they were constructed. The following plan is a first step toward evaluation.

EVALUATION PLAN

Evaluation of student personnel services in area vocational-technical schools in Georgia follows this plan:

I. Data are regularly collected from each school in the State and compiled by the State Supervisor of Vocational Guidance for the following reports:

A. Enrollment report
B. Student characteristics report
C. Alumni follow-up report

II. The State Supervisor of Vocational Guidance meets with vocational education administrators and student personnel specialists to discuss implications of the data for program improvement.

III. Schools are encouraged to conduct employer follow-ups.

IV. Student personnel specialists are encouraged to undertake research studies to determine the relative effectiveness of various student personnel practices.

V. State-wide research studies of specific student personnel practices are planned and conducted as needs arise and as resources can be organized.

VI. The use of a survey instrument for evaluating student personnel services is included in the plans for periodically evaluating the total program of each area vocational-technical school in the State.

EVALUATION PROCEDURES

Reports Prepared by State Supervisor of Vocational Guidance

The mechanics of operating the plan can best be described by considering each part separately. The first part of the plan involves the preparation of three reports by the State Supervisor of Vocational Guidance. Each of these reports can be explained in terms of the data which is collected, the manner in which it is collected and tabulated, and the questions which can be raised as it is examined.

Enrollment Report

The Enrollment Report deals with both preparatory and short-term students. For preparatory students, schools are asked to report the number enrolled in each course of study and how many subsequently: remained in school, changed program of study, transferred to a part-time status, transferred to another vocational-technical school, graduated, left school for employment related to their program of study, left school for unrelated employment, or left school and became unemployed. Those who left school are classified according to their rating at the time of entrance as acceptable, borderline, or not acceptable for the course of study they pursued. Circumstances at the time of their withdrawal are also reported. For short-term students, schools are asked to report the number enrolled at the beginning of the fiscal year, number enrolled during the year, number who transferred to another course of study, number who transferred to a preparatory program, number who completed the course, number who withdrew, and the enrollment at the end of the fiscal year.

Data are collected through the use of four forms which cover the following categories: day preparatory students; night preparatory students; on-campus, short-term students; and off-campus, short-term students. Forms for day and night preparatory students differ only in the title of the form. The forms for on-campus and off-campus, short-term students are likewise similar, differing only in the title of the form. The Day Preparatory Student Enrollment Report is shown in Table 55, the On-Campus, Short-Term Student Enrollment Report in Table 56.

The State Supervisor of Vocational Guidance has the forms printed, and he mails them to the schools with a request that they be returned as soon as possible after the end of the fiscal year. When the forms are returned, a statistical analyst in the Research Coordinating Unit of the Division of Vocational Education assists the State Supervisor of Vocational Guidance in tabulating the results. A report is prepared which gives enrollment figures by schools and by curricula. Table 57 shows the format of this report.

The State Supervisor of Vocational Guidance then discusses the results with vocational education administrators and student personnel specialists during regular meetings. These discussions of data on enrollees, graduates, transfers, and dropouts may lead to identifying aspects of student personnel services, or of total programs, which need improvement.

Table 55

DAY PREPARATORY STUDENT ENROLLMENT REPORT

School Number: School: Signature of Director: Fiscal Year:

	1		2	3	4	5	6	7	8	9	10	11													12	13	14				
Line number	Course Taxonomy Number	Course of Study Title	Total number on roll as of July 1, 1966.	Total number enrolled since July 1, 1966 exclusive of those in Col. 4	Number transferred to course from another course in school	Total enrolled to June 30, 1967. (Add Cols. 2-4.)	Number transferred from course to another course in school	Number transferred to night preparatory program	Number transferred to another vocational-technical school	Number graduated	Number who left prior to completion but employed in field for which trained	Other withdrawals classified according to circumstance of withdrawal that was listed by student as most important factor. (See codes at bottom of page.) (Codes match Student Status Card.)													Total other withdrawals reported in Col. 11	Total withdrawals. (Add Cols. 6-10, 12.)	Present enrollment. (Subtract Col. 13 from 5.)	Other withdrawals (those reported in Column 11 as they were classified at entrance by GATB Scores or by a combination of GATB Scores and other criteria:) List Criteria: 1. GATB 2. ______ 3. ______ 4. ______ 5. ______			
												M	N	O	P	Q	R	S	T	U	W	X	Z	&				Acceptable (15)	Borderline (16)	Not Acceptable (17)	Criteria Unavailable (18)
xx	xx		xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
Totals																															

Codes for circumstance at withdrawal (Col. 11)

M. Involuntary withdrawal: Academic
N. Involuntary withdrawal: Disciplinary
O. Entered military service
P. Withdrew while failing
Q. Withdrew planning to marry
R. Stated desire to seek employment
S. Stated financial difficulty
T. Stated health problems
U. Stated family hardship
W. Confirmed employment in related field
X. Confirmed employment in unrelated field
Z. Deceased
&. Other or unknown

Table 56

ON-CAMPUS, SHORT TERM STUDENT ENROLLMENT REPORT

School Number: School: Signature of Director: Fiscal Year:

	1		2	3	4	5	6	7	8													9	10	11
Line Number	Course of Study Number	Course of Study Title	Total number on roll as of July 1, 1966	Total number enrolled since July 1, 1966, exclusive of those in Col. 4	Number transferred from course to another course in school	Total enrolled to June 30, 1967. (Add Cols. 2-3)	Number transferred to a preparatory program	Number completing course	Other withdrawals classified according to circumstance of withdrawal that was listed by student as most important factor. (See codes at bottom of page.) (Codes match Student Status Card.													Total other withdrawals reported in Col. 8	Total withdrawals. (Add Cols. 6, 7, and 9)	Present enrollment. (Subtract Col. 10 from 5)
									M	N	O	P	Q	R	S	T	U	W	X	Z	&			
xx	xxx		xxx	xxx	xxx	xxx	xxx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx	xx
Totals																								

Codes for circumstance at withdrawal (Col. 8)

M.	Involuntary withdrawal: Academic	S.	Stated financial difficulty
N.	Involuntary withdrawal: Disciplinary	T.	Stated health problems
O.	Entered military service	U.	Stated family hardship
P.	Withdrew while failing	W.	Confirmed employment in related field
Q.	Withdrew planning to marry	X.	Confirmed employment in unrelated field
R.	Stated desire to seek employment	Z.	Deceased
		&.	Other or unknown

Table 57

FORMAT FOR FINAL DAY PREPARATORY ENROLLMENT REPORT, BY SCHOOL

School	Total dropout percentage*	Total number on roll as of July 1, 1966	Total enrollment--7/1/66 exclusive Col. 4	Number transferred to course from another course in school	Total enrolled to 6/30/67	Transferred from course to another course in school	Number transferred to night preparatory program	Number transferred to another vocational-technical school	Number graduated	Number left prior to completion but employed in field for which trained	Other withdrawals classified according to circumstance of withdrawal that was listed by student as most important factor. (See codes at bottom of page.) (Note codes on preceding page.)													Total withdrawals reported in Col. 11	Total withdrawals	Present enrollment	Withdrawals as classified at entrance by GATB Scores or by a combination of GATB Scores and other criteria.			
											M	N	O	P	Q	R	S	T	U	W	X	Z	&				Acceptable	Borderline	Not Acceptable	Criteria Unavailable
North Ga. TVS	17.7	439	533	19	991	19	-	17	559	24	17	12	14	22	2	-	8	18	-	-	17	-	6	116	735	256	62	34	20	-
South Ga. TVS	16.9	389	448	26	863	26	-	14	339	33	5	4	5	13	2	13	13	5	6	-	-	-	7	73	485	378	35	30	8	-
Albany AVTS	40.7	282	673	-	955	9	4	10	414	271	5	-	17	8	9	11	5	4	4	-	-	-	32	95	803	152	180	48	12	15
Athens AVTS	29.0	19	225	4	248	6	11	-	63	15	2	-	6	3	4	7	-	5	4	-	2	-	7	40	135	113	24	4	1	1
Atlanta AVTS	18.91	266	502	4	772	4	-	1	206	-	37	1	7	-	2	-	4	11	2	12	2	-	63	141	352	420	43	75	16	31
Augusta AVTS	30.9	461	68	13	542	12	14	3	189	22	5	6	27	9	12	27	14	4	4	1	-	-	8	117	357	185	68	31	14	12
Columbus AVTS	30.0	193	389	13	595	13	16	6	231	24	16	5	10	1	7	9	4	13	4	6	6	-	39	120	410	185	45	42	31	2
Coosa Valley AVTS	26.4	146	223	6	375	2	18	-	180	3	3	3	14	17	1	11	-	4	5	6	4	-	8	76	279	96	66	9	1	-
DeKalb AVTS	26.7	402	518	15	935	24	2	2	526	18	42	9	35	13	7	22	4	14	16	1	-	-	41	204	776	159	169	36	-	-
Griffin AVTS	44.0	19	265	9	293	14	8	6	72	18	8	1	9	4	-	1	5	13	8	2	6	1	25	83	201	92	52	23	6	2
Lanier AVTS	28.5	112	-	-	112	-	-	-	57	1	2	1	2	2	2	-	-	1	1	-	2	-	18	31	89	23	-	-	-	-
Macon AVTS	27.6	189	440	11	640	14	5	4	250	18	14	-	6	10	4	17	32	7	9	13	14	4	6	136	427	213	57	67	11	1
Marietta-Cobb AVTS	36.9	244	486	11	741	21	15	7	360	110	31	3	8	6	14	3	2	13	8	2	10	1	20	121	634	107	59	33	-	4
Moultrie AVTS	29.3	79	149	-	228	-	2	-	72	6	-	2	13	10	3	7	-	5	3	3	-	-	13	59	139	89	74	23	-	-
Savannah AVTS	20.9	39	242	1	282	-	-	-	44	2	-	-	5	3	3	15	5	7	3	4	-	-	12	57	103	179	35	18	3	1
Swainsboro AVTS	22.5	87	165	1	253	1	-	2	128	6	-	2	9	-	2	2	-	6	-	-	-	-	27	48	185	68	33	12	-	3
Thomas AVTS	30.7	168	280	8	456	7	11	6	161	24	2	2	13	10	4	2	17	6	10	3	8	-	15	92	301	155	46	25	21	-
Troup AVTS	36.8	8	105	1	114	1	2	1	31	14	4	3	5	4	1	-	1	1	-	-	-	-	5	24	73	41	30	3	-	-
Upson AVTS	37.6	96	159	8	263	8	13	-	78	6	-	12	11	1	2	-	3	3	4	-	2	-	34	72	177	86	26	9	12	31
Valdosta AVTS	21.1	101	204	3	308	3	2	1	183	7	1	2	6	9	4	1	3	4	5	-	13	-	4	52	248	60	28	18	5	1
Walker AVTS	28.9	-	127	1	128	1	2	1	39	2	1	5	1	2	-	1	-	4	5	-	-	-	12	31	76	52	18	7	-	1
Waycross AVTS	52.5	63	164	11	238	11	-	-	86	41	8	-	4	-	7	-	7	4	2	5	1	-	35	73	211	27	16	29	3	24
TOTALS	28.3	3802	6365	165	10332	196	125	81	4268	719	203	73	227	147	72	149	127	152	103	58	87	6	437	1861	7196	3136	1166	576	164	129

Codes for circumstance at withdrawal (Column 11)

M.	Involuntary withdrawal: Academic	Q.	Withdrew planning to marry	W.	Confirmed employment in related field
N.	Involuntary withdrawal: Disciplinary	R.	Stated desire to seek employment	X	Confirmed employment in unrelated field
O.	Entered military service	S.	Stated financial difficulty	Z.	Deceased
P.	Withdrew while failing	T.	Stated health problems	&.	Other or unknown
		U.	Stated family hardship		

*The dropout rate was computed by dividing the number of withdrawals (not including graduates) by total enrollment 6/30/67.

The Enrollment Report gives only a general indication of the effectiveness of student personnel services because the dropouts may not give their real reasons for leaving school.

A summary report is prepared for the state. Information obtained from the enrollment report permits the identification of problems in relation to the following questions:

1. How effectively have student personnel specialists assisted applicants to increase their knowledge of occupational opportunities available at vocational-technical schools?

2. Are students enrolling in curricula appropriate to their abilities as indicated by GATB results, high school grades, and other criteria?

3. Are students able to fulfill goals they establish for themselves? In other words, are they able to succeed in the curriculum they choose and to solve any practical problems which could interrupt their schooling, or do they drop out?

Student Characteristics Report

A second report prepared by the State Supervisor of Vocational Guidance is the Student Characteristics Report. Data are collected in the following categories: personal information, home and family background, work experience, educational background, financial and housing situtation, and general information.

The State Supervisor prints a Student Questionnaire (see Table 58) which contains 77 items and sends it to student personnel specialists who administer it to a 10 percent sample of Students enrolled in preparatory programs during the fall quarter. Data process students in an area vocational-technical school tabulate the results. A report is prepared and distributed to all area vocational-technical schools, and arrangements are made for discussing the report with vocational education administrators and student personnel specialists.

Table 58

STUDENT QUESTIONNAIRE

School ____________________ Code No. ________
(1-3)

Course ____________________ Code No. ________
(4-6)

Name ____

FT ________ PT __________ Day ______ Night ____

Check (x) Correct Space

A. Personal Data

7. Age (Check)
(1) ____ 16-18
(2) ____ 19-21
(3) ____ 22-24
(4) ____ 25-27
(5) ____ 28-30
(6) ____ 30 or over

8. Sex (Check one)
(1) ____ Male
(2) ____ Female

9. Marital Status
(1) ____ Single
(2) ____ Married
(3) ____ Divorced
(4) ____ Separated
(5) ____ Engaged

10. Are you a veteran?
(1) ____ Yes (2) ____ No

B. Home and Family Background

11. Did you live on a farm while you were attending high school?
(1) ____ Yes (2) ____ No

12. Where are you living now?
(1) ____ With my parents or guardians
(2) ____ With relatives other than my parents
(3) ____ In a house I own
(4) ____ In a house I rent
(5) ____ In an apartment I rent
(6) ____ I rent a room in a private house
(7) ____ In a hotel or motel
(8) ____ In a YMCA or YWCA
(9) ____ In some housing owned and operated by the school
(10) ____ Family living in community with you

13. What is the size of the town in which you attended high school?
(1) ____ Less than 1,000 people
(2) ____ At least 1,000 but less than 5,000 people
(3) ____ At least 5,000 but less than 10,000 people
(4) ____ At least 10,000 but less than 20,000 people
(5) ____ At least 20,000 but less than 50,000 people

14. Which of the following categories best describes the occupation of the head of your family?
(1) ____ Professional
(2) ____ Proprietor or Manager
(3) ____ Sales (other than Sales Manager or Administrator)
(4) ____ Clerical
(5) ____ Skilled worker
(6) ____ Semi-skilled worker
(7) ____ Service worker
(8) ____ Unskilled worker
(9) ____ Farmer or farm worker
(10) ____ Others (Specify) ________________

15. What is/was (if deceased or separated) the educational level of your father or male guardian?
(1) ____ No father or male guardian
(2) ____ Elementary school
(3) ____ Some high school
(4) ____ High school graduate
(5) ____ Vocational-Technical School
(6) ____ Some college
(7) ____ Other (Specify) ________________

16. What is/was (if deceased or separated) the educational level of your mother or female guardian?
(1) ____ No mother or female guardian
(2) ____ Elementary school
(3) ____ Some high school
(4) ____ High school graduate
(5) ____ Vocational-technical School
(6) ____ Some college
(7) ____ Other (Specify) ________________

17. Were any of the following persons working in the occupation that you are studying?
(1) ____ Parents
(2) ____ Relatives
(3) ____ Brothers
(4) ____ Sisters
(5) ____ Other Adults
(6) ____ Friends

C. Work Experience

18. Number of previous full-time jobs.
(1) ____ None
(2) ____ One
(3) ____ Two
(4) ____ Three
(5) ____ Four
(6) ____ Five
(7) ____ More

19. Number of previous part-time jobs.
(1) ____ None
(2) ____ One
(3) ____ Two
(4) ____ Three
(5) ____ Four
(6) ____ Five
(7) ____ More

20. Have you held a previous full-time or part-time job related to the course you are currently taking at the this school?
(1) ____ Yes (2) ____ No

21. Are you currently employed?

21. Are you currently employed?

(1) ____ Yes, full-time
(2) ____ Yes, part-time
(3) ____ No

Table 58 (Continued)

22. If you are currently employed, is your job related to the course you are enrolled in?
(1) ____Yes (2) ____No

23. If you have a paid job now, about how many hours a week do you work?
(1) ____Less than 10 hours a week
(2) ____At least 10 but less than 20 hours a week
(3) ____At least 20 but less than 30 hours a week
(4) ____At least 30 but less than 40 hours a week
(5) ____At least 40 hours a week

24. If you have a paid job now, how did you get it?
(1) ____I had it before starting at this school.
(2) ____People running the school helped me get this job.
(3) ____Friends going to school here with me helped me get this job.
(4) ____I found this job by myself after I started to school.
(5) ____Friends outside of the school helped me get this job.

25. If you have a job now, about how much do you make a week?
(1) ____Less than $20 a week
(2) ____At least $20 but less than $30 a week
(3) ____At least $30 but less than $50 a week
(4) ____At least $50 but less than $100 a week
(5) ____At least $100 a week

D. Educational Background

26. How many years has it been since you graduated or left high school?
(1) ____1 year or less
(2) ____2-4 years
(3) ____5-9 years
(4) ____10-14 years
(5) ____15-19 years
(6) ____20 years or more

27-
28. Level of education completed. (Check one and circle only the highest grade completed.)
(1) ____Elementary school 1 2 3 4 5 6 7 8 years
(2) ____High School 1 2 3 4 years
(3) ____G. E. D. graduated? (1) ____Yes
(2) ____No
(4) ____Business school 1 2 years
(5) ____Vocational-technical school 1 2 years
(6) ____College 1 2 3 4 5 years

29. Was there a guidance counselor in the high school you attended?
(1) ____Yes (2) ____No

Courses completed in high school. (Check the number that indicates the number of years you had in a course.)

30. Math (including general math, algebra, etc.)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

31. English (including literature)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

32. Science courses (Check the following completed in high school.)
(1) ____General Science
(2) ____Chemistry
(3) ____Physics
(4) ____Biology
(5) ____General Health

33. Social science (including history, civics, geography, etc.)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

34. Foreign language
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

35. Vocational Agriculture
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

36. Industrial Arts (drafting, woods, metals, electricity, graphic arts, and power mechanics)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

37. Diversified Cooperative Training (D. C. T.)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

38. Homemaking
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

39. Business Education (including typing, shorthand, office practice, V. O. T.)
(1) ____None
(2) ____One
(3) ____Two
(4) ____Three
(5) ____Four
(6) ____More

40. If you graduated from high school, about how many students were in your grade who graduated with you?
(1) ____Less than 50
(2) ____At least 50 but less than 100
(3) ____At least 100 but less than 300
(4) ____At least 300 but less than 500
(5) ____At least 500

Table 58 (Continued)

41. If you graduated from high school, where did you rank in your grades?
(1) ____Top quarter of high school graduates
(2) ____Second quarter of high school graduates
(3) ____Third quarter of high school graduates
(4) ____Bottom quarter of high school graduates
(5) ____I graduated by taking a correspondence course or GED tests; so I can't say.

42. If you went to high school, do you think you have to work harder here?
(1) ____Yes, I have to work harder here.
(2) ____No, I had to work harder in high school.
(3) ____No, this is about the same as high school.

43. How long have you been a student in this school?
(1) ____1 trimester
(2) ____2 trimesters
(3) ____3 trimesters
(4) ____4 trimesters
(5) ____5 trimesters
(6) ____6 trimesters
(7) ____Longer, how long? ____________

44. In which area of training are you enrolled?
(1) ____Skilled Trade
(2) ____Health Occupation
(3) ____Office Occupation
(4) ____Technical Occupation
(5) ____Other, Course enrolled in ________

45. In which type of program are you enrolled?
(1) ____Full-time preparatory (day student)
(2) ____Part-time preparatory (night student)
(3) ____Extension course for employed personnel
(4) ____Full-time seniors

46-
48. In general, which three high school subjects have been the greatest help to you in this school? (From the list of subjects below, indicate the order of their importance by writing the letter of the subject in the appropriate blank.)
(1) ____Most helpful
(2) ____Very helpful
(3) ____Somewhat helpful

High School Subjects

a. General Math
b. Business Math
c. Algebra I
d. Algebra II
e. Geometry
f. Adv. Algebra, Trig.
g. Anal. Geom., Calculus
h. Industrial Arts
i. Mech. Drawing I
j. Mech. Drawing II
k. General Science
l. Chemistry
m. Biology
n. Physics
p. Typing I
q. Typing II
r. Bookkeeping
s. Accounting
t. Shorthand I
u. Shorthand II

49-
51. Using the above list, indicate by letter the subjects that have been the least helpful to you in this school.
(1) ____
(2) ____
(3) ____

52. If you quit school before high school graduation, what was the most important reason why you quit?
(1) ____School subjects were not interesting to me.
(2) ____I ran into arguments with teachers and/or other school officials.
(3) ____My grades were too low.
(4) ____My friends weren't in school and I wanted to be with them.
(5) ____I had to quit in order to earn money.
(6) ____I had to quit for health reasons.
(7) ____I was expelled from school.
(8) ____My main reason for quitting was ____________

E. Financial and Housing Information

53. How are you paying your way through school?
(1) ____Your personal savings
(2) ____Your parents are paying your way.
(3) ____The Manpower Development and Training Act
(4) ____Vocational Rehabilitation Division is paying for my schooling.
(5) ____Work Study is paying for my schooling.
(6) ____Borrowed money
(7) ____Working my way through school

54. Are your school costs taken care of, in part, by some kind of scholarship received from the school?
(1) ____Yes (2) ____No

55. About how much do you think it is going to cost you (including everything) to get through this school?
(1) ____Less than $500
(2) ____At least $500 but less than $1,000
(3) ____At least $1,000 but less than $1,500
(4) ____At least $1,500 but less than $2,000
(5) ____At least $2,000 but less than $3,000
(6) ____At least $3,000

56. How much trouble are you having getting enough money to make it through this school?
(1) ____No trouble
(2) ____It's a little hard but I'm making it O.K.
(3) ____It's very hard but I can do it.
(4) ____It's so hard I may not be able to finish.
(5) ____It's so hard I think I'm definitely going to have to quit.

57. How did you find a place to live when you came to this school?
(1) ____I already had a place to live.
(2) ____People here at the school helped me me find a place to live.

Table 58 (Continued)

(3) ____Some other study at the school helped me find a place to live.
(4) ____Friends in town here helped me find a place to live.
(5) ____I just looked around myself until I found a place to live.

58. How much trouble did you have finding a place to live?
(1) ____No trouble at all.
(2) ____Not much - I found a place in just a while (less than 1/2 day).
(3) ____Some trouble - I had to look around a day or so to find a place.
(4) ____Quite a bit of trouble - I thought for a while I might not find a place.

59. How is transportation arranged to school?
(1) ____Drive personal car
(2) ____Ride with someone else
(3) ____Walk

F. General Information

60. Did you ever visit with a counselor about possibilities of attending this school?
(1) ____Yes, I visited with a high school counselor.
(2) ____Yes, I visited with a U. S. Employment Service counselor.
(3) ____Yes, I visited with a Vocational Rehabilitation counselor.
(4) ____Yes, I visited with a counselor from the area school.
(5) ____Yes, I visited with a Veterans Administration counselor.
(6) ____No, I never visited with any counselor.

61. Who do you think influenced you most to attend the area school? (Place a "1" by the most important, "2" by the next most important and so on for 3, 4, 5, and 6.)
(1) ____Friends
(2) ____Teachers
(3) ____Parents
(4) ____Counselor
(5) ____Area school representative
(6) ____Other (Please list) ______________
____

62. How long before entering this school did you decide to go into the occupation for which you are now training?
(1) ____I really didn't decide until I had been in school here for a while.
(2) ____I decided just before coming here to school (within a month).
(3) ____I decided more than one month but less than six months before I came here.
(4) ____I decided more than six months but less than one year before I came here.
(5) ____I decided at least one year before I came here.

63. Did you ever visit the area school before you decided to attend?
(1) ____ Yes (2) ____No

64. Do you know what abilities are needed for a person to be trained in the area in which you are now enrolled?
(1) ____Yes
(2) ____No
(3) ____Uncertain

65. Do you feel that before enrolling you were aware of the opportunities in the occupation that you are studying at this area school? (Such as number of jobs available in the field, salary, working conditions, etc.)
(1) ____Yes
(2) ____No
(3) ____Uncertain

66. When did you first consider enrolling in the area vocational-technical school?
(1) ____After leaving high school
(2) ____Senior year, 2nd half
(3) ____Senior year, 1st half
(4) ____Junior year
(5) ____Sophomore year
(6) ____Freshman year or earlier
(7) ____Other

67. How satisfied are you with the area school program?
(1) ____Very satisfied
(2) ____Satisfied
(3) ____Quite dissatisfied
(4) ____Very dissatisfied

68. Now you are here, what do you think of this school?
(1) ____It's better than I thought it would be.
(2) ____It's about what I expected.
(3) ____It's not as good as I thought it would be.

69. How would you rate this school to a potential student?
(1) ____Very good - I think it is among the best in the country.
(2) ____Good - It's better than most.
(3) ____Fair - It's probably no better nor worse than most.
(4) ____Poor - Most other would probably be better.

70. How hard do you have to work in this school in order to get along?
(1) ____Not hard at all. If you show up for classes you are O.K.
(2) ____We keep busy but none of the work is really hard.
(3) ____You have to work hard at least half of the time to get along.
(4) ____You have to work hard almost all the time to get along.

71. Do you have to study after school in order to keep up here?
(1) ____No, we do all our work here at school.
(2) ____Sometimes, but not often.
(3) ____I usually study for a while but not as much as an hour.
(4) ____I usually study for at least an hour after school.
(5) ____Yes, I always have to study after school to be ready for the next day.

72. How much of what you are learning here is new information for you?
(1) ____All of it is new. I didn't know anything about it before coming here.
(2) ____Most of it is new information.
(3) ____About half of it is new information and about half isn't.
(4) ____Less than half of it is new information.
(5) ____Hardly any of it is new. I knew it before I came here.

Table 58 (Continued)

73. What happens here if you are late to school?
(1) ____I don't know.
(2) ____Nothing - you just go on to class.
(3) ____They make a record of it but do nothing.
(4) ____You must make up the time you miss.
(5) ____Your grades are lowered.
(6) ____Other (Explain): ____________________
____

74. If you are OFTEN late, what happens here?
(1) ____I don't know.
(2) ____Nothing.
(3) ____They make a record of it but do nothing.
(4) ____You may be put out of school.
(5) ____You will be put out of school.
(6) ____Other (Explain): ____________________

75. What happens here if you are sick and can't come to school?
(1) ____I don't know.
(2) ____You are excused without having to make up work.
(3) ___You have to make up the work you missed but get instructor's help in doing so.
(4) ____You have to make up the work you missed on your own.

76. What happens here if you skip a day and just don't come to school?
(1) ____I don't know.
(2) ____Nothing.
(3) ____They make a record of it but do nothing.
(4) ____You may be put out of school.
(5) ____You will be put out of school.
(6) ____You have to make up the work you missed.
(7) ____Other (Explain): ____________________

77. What do you think your chances are of finishing the whole course?
(1) ____Excellent - I'm sure I will finish.
(2) ____Good - I think I will probably finish.
(3) ____Fair - I may or may not finish depending on what comes up.
(4) ____Poor - I probably will not finish.
(5) ____Very poor - I definitely plan to quit as soon as I can find a job.

78. How interested are you in the occupation for which you are now training?
(1) ____Very interested - it's exactly what I want to do for a living.
(2) ____Interested - I think I will like it more than most things I might do.
(3) ____Mildly interested - I think it will be O.K. but no more so than many other things.
(4) ____Little interested - there are other things I would rather be learning but this was all that was available to me.
(5) ____Not interested - I don't like it but there isn't much else for me to do now.

79. What are your chances of getting a job when you finish?
(1) ____Excellent - I already know where I will be working.
(2) ____Good - this school places their graduates with little or no trouble.
(3) ____Fair - it seems some graduates get jobs but others do not.
(4) ____Poor - I guess it's strictly up to me to find my own job.
(5) ____I don't know - nobody has said anything about it.

80. About how much money do you expect to earn a week on your first job after leaving this school?
(1) ____I don't have any idea.
(2) ____Less than $50 a week
(3) ____At least $50 but less than $75 a week
(4) ____At least $75 but less than $100 a week
(5) ____At least $100 but less than $150 a week
(6) ____At least $150 but less than $200 a week
(7) ____At least $200 a week

81. From whom did you find out about the area vocational-technical school? (Check the one that applies to you)
(1) ____Parents
(2) ____High school counselor
(3) ____Teacher
(4) ____Friend
(5) ____Former area school student
(6) ____Area school representative
(7) ____Radio
(8) ____Television
(9) ____Newspaper
(10) ____Others (Please list) ______________
____

The questions below can be answered with a few words. Write in the answers.

82. What subjects do you think would be a help to you in this school that were not offered in your high school?
(1) ______________________________________
(2) ______________________________________
(3) ______________________________________

83. If you did visit this area school, who sponsored your visit?
____
____
____

Of the 77 items on the questionnaire, 14 can be used to obtain a student evaluation of student personnel services. Questions such as the following can be answered to some extent:

1. Are opportunities at the school being communicated to the community and to surrounding high schools?
2. Is sufficient occupational information presented to applicants in a manner that permits them to make a vocational choice before enrolling?
3. Do applicants receive help with planning finances and living accomodations?
4. Are students adequately oriented to school regulations?
5. Are students realistically aware of what to expect following graduation?

Alumni Follow-up Report

The third report prepared by the State Supervisor of Vocational Guidance is the Alumni Follow-up Report. Each graduate is surveyed in the fall following graduation and again five years later. He is asked to indicate his employment status, which may be employed full-time or part-time, unemployed, seeking employment, in military service, or in school. He also answers multiple-choice questions concerning his first job and its location. Other responses concern the number of job changes he has made since leaving school, his present duties, the degree of his satisfaction with his present job, its relation to his former training, the length of time he has been employed in it, and his salary. He also gives his general opinion of the school, his feelings regarding the balance of class and laboratory work at the school, and his opinion of the degree to which the school gave him preparation for interpersonal relationships encountered on the job. Open-ended questions on the back of the form ask for suggestions for improving the school. (See Table 59)

Procedures for conducting the follow-up consist of six steps. First, student personnel specialists and instructors talk with

Table 59

FOLLOW-UP OF ALUMNI

School ______________________ Code No. ________ (1-3)

Course ______________________ Code No. ________ (4-9)

Name ______________________ Date ____________

Complete mailing address ______________________

____

Check (x) Correct Space

10. Did you attend full time or part time?
    (1) _____ Full time (2) _____ Part time

11. Did you attend day or night classes?
    (1) _____ Day (2) _____ Night

12. Sex
    (1) _____ Male (2) _____ Female

13. Did you graduate?
    (1) _____ Yes (2) _____ No

14. Number of quarters completed (Circle one.)
    0, 1, 2, 3, 4, 5, 6, 7, 8, 9, or more

15. Are you in Armed forces? (Check one)
    (1) _____ Yes (2) _____ No

16. Are you employed full-time?
    (1) _____ Yes (2) _____ No

17. Are you employed part-time?
    (1) _____ Yes (2) _____ No

18. Are you continuing education full-time?
    (1) _____ Yes (2) _____ No

    ____
    (Give name of school)

    ____
    (Location) (Course)

19. Are you unemployed?
    (1) _____ Yes (2) _____ No

20. If unemployed, are you currently seeking employment?
    (1) _____ Yes (2) _____ No

21. Is your current job related to the training you received?
    (1) _____ Yes, the kind of work for which I am trained
    (2) _____ Yes, related to my area of training
    (3) _____ No, in a different occupation

22. Current weekly salary before deductions
    (1) _____ Under $60
    (2) _____ $61 to $80
    (3) _____ $81 to $100
    (4) _____ $101 to $120
    (5) _____ $121 to $140
    (6) _____ $141 to $160
    (7) _____ $161 to $180
    (8) _____ $181 or more

23. Length of time in present job:
    (1) _____ Less than three months
    (2) _____ More than three but less than six months
    (3) _____ More than six but less than nine months
    (4) _____ More than nine but less than twelve months
    (5) _____ More than one year but less than two
    (6) _____ More than two years but less than three
    (7) _____ More than three years but less than four
    (8) _____ More than four years but less than five
    (9) _____ More than five years

24. How satisfied are you with the job?
    (1) _____ Very satisfied
    (2) _____ Well satisfied
    (3) _____ Satisfied
    (4) _____ Not quite satisfied
    (5) _____ Very dissatisfied

25. Do the things you learned in school help you on your present job?
    (1) _____ Yes, they help a lot.
    (2) _____ Yes, they are of some definite help.
    (3) _____ No, they don't help much if at all.

26. How many major job changes have you had since graduation (Circle one.)
    0, 1, 2, 3, 4, 5, 6, 7, 8, 9, or more

27. I was assisted most in obtaining my first job after leaving school by (Check one.)
    (1) _____ Someone working for the school
    (2) _____ Friends or relatives
    (3) _____ An ad in a newspaper or magazine
    (4) _____ An employment agency
    (5) _____ A previous employer of mine
    (6) _____ Other (Explain): ____________
    ____

28. How long after leaving the school did you actually begin work on your first job?
    (1) _____ There was no wait; I went to work the next day
    (2) _____ More than one day but less than two weeks
    (3) _____ At least 2 weeks but less than 5 weeks
    (4) _____ Five weeks or more
    (5) _____ I haven't had a job since leaving the school

29. My first job is (or was)
    (1) _____ Within my hometown or community
    (2) _____ Not more than 25 miles from my hometown
    (3) _____ Between 26 and 100 miles of my hometown
    (4) _____ More than 100 miles from my hometown

30. How many job offers were received before you accepted your first job? (Circle one.)
    1, 2, 3, 4, 5, 6, 7, 8, 9, or more

31. How would you rate this school? (Check one.)
    (1) _____ Very good
    (2) _____ Good
    (3) _____ Fair
    (4) _____ Poor

32. Should the school have given more instruction time to
    (1) _____ Laboratory
    (2) _____ Theory
    (3) _____ Neither (Specify): ____________
    ____

TABLE 59 (Continued)
(Back of Form)

33. To what extent did the school prepare you to work with your supervisors, co-workers, and subordinates?
(1) ______Excellent preparation
(2) ______Adequate preparation
(3) ______Some preparation
(4) ______Little preparation
(5) ______No preparation

34. Are you self employed?
(1) ____Yes (2) _____No

35. Date last attended this school:
Month ________ Year _______

36. Title of present job ______________________________

37. Tasks ______________________________

38. Name and address of firm employing you
____
____
____

39. If you are unemployed or if you are not employed in the field for which trained or related field, why? ______________________________
____
____

40. When I started to work I was least prepared ______________________________
____
____
____

41. To improve the training in the field I studied I suggest ______________________________
____
____
____

42. To help individual students in the school through the admissions, counseling or job placement programs, I suggest ______________________________
____
____
____

43. To improve the school as a whole I suggest ______________________________
____
____
____

44. What contact have you had with the school since you left? ______________________________
____
____
____

45. What type of courses would you like to have the school offer for graduates? ______________________________
____
____
____

students before they graduate or at the time they withdraw to enter employment. The importance of the follow-up is explained to them. This first step, this orientation to what will follow, is quite important. Second, the State Department of Education prints the follow-up forms and the cover letters and distributes them to the schools. Third, instructors sign the cover letters.[1] Fourth, the Coordinator of Student Personnel Services in each school mails out the forms and the cover letters during the fall. He makes such further contacts as are needed to get an adequate return. Fifth, results are tabulated locally for each curriculum. Sixth, returns are tabulated state-wide in the office of the State Supervisor of Vocational Guidance.

The State Supervisor of Vocational Guidance discusses results of the follow-up with vocational education administrators and with student personnel specialists to identify program improvements needed. Results of the follow-up are also used for four other purposes:

1. Reporting to state and federal governments,
2. Informing prospective students of opportunities the school offers,
3. Assisting enrolled students to understand what is ahead or them,
4. Gaining the interest and support of the public.

The three reports described are one part of the total plan for evaluating student personnel services. Another part concerns the manner of using the data obtained through the reports.

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[1] Steps one and three are important in securing a good return of follow-up forms. Experience in Georgia has shown that schools in which students have no opportunity to discuss the follow-up before graduation and schools which have someone other than instructors to sign the cover letter usually get a smaller return than those which do.

Method of Using Data From Reports

The various reports are descriptions of selected attributes of students before, during, and after enrollment. Vocational education administrators and student personnel specialists can picture what is happening to students and make judgment concerning the acceptability of the situation. When the State Supervisor of Vocational Guidance meets with them and presents one of the reports, he provides an occasion for these persons to use their collective wisdom in the analysis of what is happening to students. A typical presentation involves giving a quick overview of the results, pointing out statistics which reflect credit upon the various programs, and then asking if other data call for closer scrutiny and suggesting possible problem areas.

Taking a close look at certain parts of any given report requires that the State Supervisor list, perhaps on a blackboard, all of the possible factors to which the difficulty can be attributed. Once these alternatives have been specified, the combined judgments of the persons present can isolate factors which are the most probable cause of the problem. If the factors are related to student personnel activities, ways of attacking the problem and of improving that part of the student personnel program can be immediately suggested. A commitment to a tentative plan of action can be obtained, and the State Supervisor can move into developmental activities without hesitation.

This approach to the analysis of data can be used with groups of vocational education administrators or student personnel specialists at either state-wide or regional meetings. It can also be followed within a local school by the school director, the Coordinator of Student Personnel Services, the Coordinator of Instructional Programs, or a visiting State Supervisor. The method is simple, direct, capable of being applied by educators with little training in research, and useful for calling attention to both achievements and problems.

Employer Follow-ups

To supplement the data gathered by the means previously mentioned, schools are encouraged to conduct employer follow-ups. Several schools in Georgia are conducting such studies annually using the cover letter and form shown in Tables 60 and 61.

The form currently used in the employer follow-up includes items which may be classified as work habits, job knowledge, and personal habits. The former student is rated by his immediate supervisor on a nine point scale.

The employer follow-up attempts only to identify broad problem areas. For example, it can indicate a graduate's inability to work with others, but it does not show whether supervisors, co-workers, subordinates, or customers are involved. Neither does it show whether supervisors, co-workers, subordinates, or customers are involved. Neither does it show whether the trouble originates with the alumnus or with a co-worker, supervisor, or customer.

If employer follow-up resuls are perplexing, or if problems need to be defined more closely, the Coordinator of Student Personnel Services should attempt to get more information.

One difficulty with reports which have been described is that specific student personnel practices cannot be connected, with any degree of assurance, to outcomes indicated by the data.

Local Research

So, another dimension is needed in the plan of evaluation, and student personnel specialists are encouraged to undertake studies to determine the relative effectiveness of various student personnel practices. One student personnel specialist in Georgia became interested in evaluating his effectiveness in counseling with students about to graduate. After talking with a person from the State Department of Education and with a counselor educator who volunteered assistance in designing the study and analyzing the results, he narrowed his study to the following question: Can I counsel with students in such a manner as to get them to investigate several job openings instead of accepting uncritically the first job offer they receive? Plans were then made for selecting experimental and control groups, and a counseling technique was worked out in sufficient detail to insure that all students in the experimental group received equivalent counseling Finally, a system for recording and analyzing the results was developed. When similar studies are conducted in a number of schools

Table 60

COVER LETTER FOR EMPLOYER FOLLOW-UP

(School Letterhead)

(Company Name)
(Address)
Re: ______________________________
Employee

Dear ___________:

In order to aid both our school and your company, we are requesting that the enclosed employee rating sheet be completed and returned to us at your earliest possible convenience.

We would like to suggest that the form be directed to the employee's immediate supervisor, and that the employee be compared with other employees of similar work experience.

Our school is making a sincere effort to provide business and industry with well trained employees. You will be doing us a great favor by completing the form. Only through evaluation of our graduates by their employers will we be able to do our best job.

Sincerely,

(Signature)

(Name)
Coordinator of Student Personnel
Services

Enclosure

Table 61

RATING SCALE FOR EMPLOYER FOLLOW-UP

EMPLOYEE RATING SHEET

NAME OF EMPLOYEE ______________________
COMPANY ______________________
JOB TITLE ______________________
DUTIES (TASK) ______________________

	Superior 1	Above Average 2 3	Average 4 5 6	Below Average 7 8	Poor 9
Job Understanding					
Job Skill					
Reliability					
Punctuality					
Initiative					
Productivity					
Safety Practices					
Housekeeping					
Appearance					
Quality of Work					
Leadership Ability					
Learning Ability					
Adaptability					
Ability to Work With Others					
Overall Potential					
Ability to Follow Instruction					
Observance of Company Policies					
Need for Supervision					
Motivation					
Willingness to Learn					
Pride in Work					
Self Confidence					

Table 61 (Continued)

COMMENTS:

____

____

____

____

RATED BY ______________ TITLE _________ DATE ______ by different counselors with similar results, counselors can use the counseling technique which was developed with some assurance of its probable results.

Statewide Studies

Local studies have limitations, however, because few student personnel specialists in local schools have the time or the background for planning and conducting complex research. For example, a study was conducted in Georgia in the area of admissions testing. A new aptitude battery was validated on students in area vocational-technical schools. Expectancy tables were developed, a manual was prepared for high school. This undertaking required the technical knowledge and facilities of Educational Testing Service, as well as the cooperation of student personnel specialists and instructors in local schools.

Such statewide studies are a vital dimension of an effective plan of evaluation. Difficulties encountered locally can be overcome through the cooperation of student personnel specialists and other local school personnel on a statewide basis and through assistance either provided or secured by the State Department of Education.

Research can lead to improved practices if technical assistance is made available for constructing instruments, for analyzing data through statistical procedures, for using data processing equipment, and for other consultative help (Hoyt, 1964, pp. 125-127) and if leadership is provided to initiate and organize research projects.

Many of the problems which need such attention in order to improve the various student personnel services have been listed at the end of appropriate chapters in this report. Statewide attention to these problems should be a major part of evaluation efforts.

Survey Instrument

A further dimension which can be part of the evaluation of student personnel services is the use of a survey instrument as part of a plan of evaluation for total school programs. An instrument has been developed for this purpose. (See Table 62.) It is a revision of instruments which were used during the spring of 1965 to determine

Table 62

PROPOSED STUDENT PERSONNEL SERVICES SECTION OF SURVEY INSTRUMENT FOR AREA VOCATIONAL-TECHNICAL SCHOOL EVALUATION

STUDENT PERSONNEL SERVICES

A. Provisions and Facilities

The administration makes adequate provision for

3 2 1 5 4 1. a counseling office that is accessible to students and offers privacy during counseling;

1 5 4 3 2 2. testing large (up to 100) and small (less than 10) groups of students;

4 3 2 1 5 3. office equipment and supplies needed such as a desk, telephone, bookcases, filing facilities, and other necessary materials;

2 1 5 4 3 4. clerical assistance in carrying on correspondence activities and other related jobs;

5 4 3 2 1 5. an adequate record system to serve administrative, instructional, and guidance purposes;

3 2 1 4 3 6. funds for puschasing informational materials such as a complete file of occupational materials related to the courses offered in the area vocational-technical schools;

1 5 4 3 2 7. funds for developing printed materials such as a catalogue, visual, audio-visual materials to be used in the pre-admissions program;

4 3 2 1 5 8. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admission program;

2 1 5 4 3 9. funds for purchasing professional materials such as basic tests in tests and measurement, and current periodicals in guidance and vocational education.

The Director provides leadership

**______ 10. by employing a professional counselor with a fifth year certificate in counseling for each 400 full-time students or the equivalent, to serve as a student personnel specialist;

5 4 3 2 1 11. in helping the student personnel specialist decide what student personnel services are in greatest need of development at present;

3 2 1 5 4 12. in assigning the student personnel specialist to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies;

5 1 4 2 3 13. through a discussion with the staff and student personnel specialist in formulating mutually agreeable means by which the staff refers students to a counselor;

1 5 4 3 2 14. in assisting the student personnel specialist in making necessary out-of-school contacts with State employment personnel, local civic and school groups, employers, and others;

4 3 2 1 5 15. in clarifying responsibilities where more than one student personnel specialist is employed;

2 1 5 4 3 16. in establishing a student personnel services advisory committee composed of faculty members and the student personnel specialist to formulate, for the total staff approval, policies and procedures to be followed in the different student personnel services;

5 4 3 2 1 17. to clarify to the school staff, in an organized and systematic manner, the responsibilities of the staff and student personnel specialist in carrying out the student personnel program; (Research Project 236, subsequent revisions and other pertinent research to serve as guidelines.)

1 3 5 4 2 18. through continued evaluation and revision of student personnel services program;

4 3 2 1 5 19. by encouraging the student personnel specialist to engage in professional development activities.

The Director recognizes that

3 2 1 5 4 20. the student personnel specialist does not evaluate instruction;

5 4 3 2 1 21. the student personnel specialist does not function as a disciplinarian.

The student personnel services staff maintains close cooperative relationships with other faculty and staff members by

2 1 5 4 3 22. establishing effective lines of communication with faculty and staff to involve each member's special compentencies as they focus on the student;

5 4 3 2 1 23. assisting the faculty and staff to continously evaluate the effect that the school has on the student;

3 2 1 5 4 24. assisting each faculty and staff member to recognize his role and responsibility in the total student personnel services program;

1 5 4 3 2 25. assisting the faculty and staff to recognize the student personnel specialist as a fellow professional who is related directly by communication and a helping relationship with every student in the school.

The Student Personnel Specialist focuses his work on the individual student by

4 3 2 1 5 26. accepting and expressing the "Counseling attitude of care for the individual" by establishing a helping relationship with every student in the school;

2 1 5 4 3 27. relating to the administrator by lines of communication and advice, as well as responsibility and control;

5 4 3 2 1 28. skillfully and adroitly involving the administration and faculty in tasks that require their cooperation;

3 2 1 5 4 29. defining for the administrator and faculty the nature of confidential information insuring that it is used;

1 5 4 3 2 30. relating to the staff in a meaningful way valuable information which he may acquire by the nature of his job.

B. Student Personnel Services

Pre-admission services

Information is provided by the student personnel specialist in an organized and systematic way to the surrounding high schools at designated intervals about

2 1 5 4 3 31. the area vocational-technical school program, course offerings, facilities, and equipment;

3 2 1 5 4 32. the admissions requirements, procedures, entrance tests, tuition, and expenses;

5 3 2 1 5 33. the job placement service provided students;

5 4 3 2 1 34. the performance of their former students enrolled in the area vocational-technical school. For example, this could be done at the end of the first quarter in the area vocational-technical school on a standardized form developed for this purpose;

4 1 2 3 5 35. the success of area vocational-technical students on the job following completion of area vocational-technical training. For example, a summary of follow-up studies of former area vocational-technical students could be given to high school counselors and students;

5 4 1 2 3 36. employment opportunities and trends in the occupations for which training is offered in the area school;

3 5 4 2 1 37. characteristics needed by students for successful achievement in the courses offered by the area vocational-technical schools;

1 3 5 4 2 38. weaknesses of students enrolling in the area school program and suggesting useful pre-technical courses that might be taken in high school.

Organized visits are developed for groups to tour the area vocational-technical school including

2 3 4 5 1 39. parents of high school students;

3 4 5 1 2 40. students in surrounding high schools;

4 5 1 2 3 41. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors;

5 1 2 3 4 42. other interested groups in the community (representatives from industry and civic groups).

Planned visits for the purpose of discussing the area vocational-technical school program and objectives and to present information about opportunities in vocational-technical education are made by the student personnel specialist to

1 2 3 4 5 43. surrounding high schools on college and career days;

5 1 2 3 4 44. surrounding high schools to talk with groups c students and with individual students;

4 5 1 2 3 45. state employment office;

3 4 5 1 2 46. prospective employers;

2 3 4 5 1 47. industry to talk to groups of employers;

1 2 3 4 5 48. PTA's and other civic organizations.

The Student Personnel Specialist works with high school teachers to assist them in gaining a knowledge and understanding of the vocational-technical school as a post-secondary educational opportunity by

5 1 2 3 4 49. arranging tours and open house for high school teachers;

4 5 1 2 3 50. participating in curriculum planning clinics;

3 4 5 1 2 51. participating in large group assemblies in high school and following-up the meetings by talking with smaller interest groups;

2 3 4 5 1 52. arranging meetings of high school teachers with area vocational-technical school teachers.

Effective use of mass news media to inform Georgia citizens of area vocational-technical school purposes and opportunities is accomplished by

1 2 3 4 5 53. releasing information about entrance data, programs of study, and performance of former students to local newspapers and radio stations;

5 1 2 3 4 54. assisting the high school counselor in planning activities for students enrolled in grades 8 through 12 to orient them to the educational and occupational opportunities offered by the area school;

3 4 5 1 2 55. producing and disseminating quality informational publications, such as catalogues, course brochures, and school brochures;

4 5 1 2 3 56. constantly developing and up grading informational materials so that they remain current and of high quality;

2 3 4 5 1 57. working directly with surrounding high school officials through a committee to study means of improving cooperation between the area vocational-technical school and the high schools;

5 1 2 3 4 58. sending brochures to employment counselors, vocational rehabilitation counselors, and other individuals in a position to refer prospective students

1 2 3 4 5 59. serving as a resource agency concerning Georgia's area vocational-technical school system, including specific information regarding course offerings in other schools.

Admissions Service

A Student Personnel Specialist has been designated by the school to

5 4 3 2 1 60. be responsible for the admission program;

4 3 2 1 5 61. work, through an admissions committee, with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed.

An organized procedure for processing applications from initial contact to enrollment has been developed that includes

2 3 1 5 4 62. responding appropriately and positively at every stage of the admissions process;

3 1 5 4 2 63. establishing and publicizing early testing dates;

1 2 3 4 5 64. regularly auditing applications on file;

5 1 2 3 4 65. providing applicants an opportunity to learn as much as possible about occupational training offered.

Each applicant for admission to the area vocational-technical school is required to

4 5 1 2 3 66. have an interview with the person in charge of admissions;

3 4 5 1 2 67. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, and limitations;

2 3 4 5 1 68. to appear at a designated testing center on a scheduled date, prior to enrollment, to take entrance tests;

3 2 1 5 4 69. provide the school with a copy of his high school record;

4 3 2 1 5 70. meet specific admission standards for a course such as specific scores on aptitude, reading and math tests, completion of the required number of years of formal education before he is accepted into the course;

5 4 3 2 1 71. meet with the student personnel specialist prior to enrollment for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.

The student personnel specialist in charge of admissions is responsible for

3 4 5 1 2 72. having entrance tests scored prior to the applicant's acceptance into the school;

2 3 4 5 1 73. interpreting entrance test results to applicants prior to enrollment;

5 1 2 3 4 74. determining whether the applicant meets the criteria that have been established for the particular course;

4 5 1 2 3 75. developing and supplementing means for assisting the applicant who fails to qualify for his choice to find possible alternatives;

3 4 5 1 2 76. consulting with admissions committee and instructors with respect to admission of borderline and unqualified applicants;

2 3 4 5 1 77. screening those students who need remedial works in reading or math and scheduling classes as they are needed;

1 2 3 4 5 78. providing a student temporary admission to a course where the student meets part of the admission requirements allowing him to prove his capabilities for passing the course;

**______ 79. assuring that the school adheres to the "placement within limits" concept;

*______ 80. providing a procedure for late applicants.

Personnel Records Service

Personnel records' are initiated, maintained, and controlled by the student personnel specialist who is responsible to the Director for their use.

A permanent personnel folder is developed for each prospective student which includes

**______ 81. an application form, entrance tests, high school records, health form, interview notes, and other pertinent admission information;

A permanent record is maintained for each student enrolled and contains, as a minimum, the following information

**______ 82. identifying data such as name, sex, date of birth, and student number;

**______ 83. marital status;

**______ 84. address - local and home including telephone numbers;

**______ 85. name and occupation of spouse, as applicable;

**______ 86. name and address of parent or guardian;

**______ 87. social security number;

**______ 88. veteran claim number if applicable;

**______ 89. high school address and date of graduation or termination;

**______ 90. other post-secondary school attended, date graduated or withdrew;

**______ 91. employment record;

**______ 92. military service dates;

**______ 93. health data;

**______ 94. school achievement record including date entered, withdrew, reentered, graduated, transferred;

**______ 95. program in which enrolled;

**______ 96. courses taken and grades earned;

**______ 97. attendance record;

**______ 98. statement of student's future plans (immediate and long range);

**______ 99. placement information;

**______ 100. standardized test data;

**______ 101. special interest, abilities, attitudes, licenses;

**______ 102. remarks and instructors evaluation with comments.

After the student enters the area vocational-technical school other instruments are used in securing information for the student's personnel folder such as

1 2 3 4 5 103. ratings by instructors, grades, comments and observations;

2 3 4 5 1 104. standardized tests that are administered to the student as need for information occurs;

3 [illegible] 5 1 2 105. a questionnaire designed to obtain information about the student when he drops out or leaves school;

4 5 1 2 3 106. follow-up information of former students' success.

Instruments used to collect data on students are designed so that

**______ 107. each is an integral part of the whole personnel record system;

**______ 108. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades);

**______ 109. forms are compact and data are easily and accurately recorded, checked, and filed for later use;

**______ 110. forms are dated before being filed;

*______ 111. forms contain a blank space for adding pertinent information in the future that is not specified at this time.

Procedures are developed for

5 1 2 3 4 112. making personnel records easily accessible for professional use;

1 2 3 4 5 113. the student personnel specialist to control confidential information such as counseling interview notes and personality test scores;

2 3 4 5 1 114. checking all entry, assignment, withdrawal, and transfer records;

3 4 5 1 2 115. filing personnel information in sequential order so that relationship and progress can be easily traced;

4 5 1 2 3 116. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves;

5 1 2 3 4 117. instructing the staff in the use of personnel records through periodic in-service activities;

1 2 3 4 5 118. auditing personnel folders and discarding useless data at specified intervals;

5 1 2 3 4 119. maintaining permanent record forms indefinitely.

Personnel records on students are used by

4 5 1 2 3 120. the student personnel specialist to assist prospective students in selecting a course of study;

3 4 5 1 2 121. the student personnel specialist to assist students during their enrollment;

2 3 4 5 1 122. the student personnel specialist to assist students in planning their next step after graduating from the area vocational-technical school;

1 2 3 4 5 123. the student personnel specialist to facilitate counseling interviews;

5 4 1 2 3 124. the student personnel specialist to evaluate the effectiveness of the student personnel services program;

1 5 4 3 2 125. the student personnel specialist to conduct research designed to strengthen the total educational program;

5 4 3 2 1 126. the student personnel specialist to collect and disseminate pertinent information to designated and interested agencies;

1 5 4 3 2 127. the school to send appropriate information about students to employers;

2 1 5 4 3 128. faculty members to facilitate the instructional program.

Information Service

Information about the school program is provided for new students during the first week by means of

**______ 129. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school;

**______ 130. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school

**______ 131. a handbook or mimeographed copies of rules, policies and regulations.

Procedures have been developed for the establishment of a cooperative information service program designed to provide information about

**______ 132. study skills;

**______ 133. personal habits;

**______ 134. getting along with others;

**______ 135. career development;

*______ 136. military obligations;

*______ 137. post vocational-technical school education;

*______ 138. the decision-making process;

**______ 139. job exploration;

**______ 140. job application and beginning work;

**______ 141. review and follow-up survey purposes.

Procedures and activities have been developed for accomplishing the information service by

1 2 3 4 5 142. one hour guidance units taught by each instructor;

5 1 2 3 4 143. one or more planned field trips to industries where students can observe work situations;

4 5 1 2 3 144. group discussions with former students, employees, and employers;

3 4 5 1 2 145. a unit on "How to Find Employment."

Provisions are made for making the following types of information available for students' use

2 3 4 5 1 146. a file of occupational materials and books related to the courses offered at the area vocational-technical school;

**______ 147. written reports of follow-up studies of former students and their success;

**______ 148. results of local employment conditions and job opportunities available on local, state, and national level;

**______ 149. report of apprenticeship and union requirements;

**______ 150. copies of the current edition of the Occupational Outlook Handbook;

**______ 151. Dictionary of Occupational Titles;

**______ 152. information regarding state and federal labor laws;

*______ 153. materials on the improvement of reading and study skills such as pamphlets and study guides;

*______ 154. a file on military service obligations and opportunities;

*______ 155. information about community and state resources (health, rehabilitation, welfare and other services);

*______ 156. college catalogues (especially colleges in Georgia).

Adequate quantities (at least five copies) of publications are provided for students' use on

**______ 157. seeking employment;

**______ 158. writing letters of application;

**______ 159. completing job applications;

**______ 160. preparing for a job interview;

**______ 161. problems encountered in the job situation;

**______ 162. good work habits and good employer-employee relations;

**______ 163. self improvement such as dress, manners, health habits, and the value of desirable personality traits;

*______ 164. recreational opportunities available in the community.

Counseling Service

A professional counselor is available for assisting students

**______ 165. who have recently enrolled in school and have adjustment problems;

**______ 166. who have financial problems related to educational and occupational planning;

**______ 167. who have difficulties in their relationships with students and staff members;

**______ 168. who have personal problems;

**______ 169. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations;

**______ 170. who need information regarding military service and other special problems related to educational-vocational planning;

**______ 171. in developing and carrying out post-school plans;

*______ 172. in making wise choices of leisure time activities.

A professional counselor is available before enrollment to assist students in

1 2 3 4 5 173. accepting vocational-technical concepts and to perceive a vocational-technical specialty as valuable to him;

5 1 2 3 4 174. exploring problems which may be obstacles to enrollment and examine possible solutions;

4 5 1 2 3 175. relating his experiences and aptitudes to vocational-technical curriculum;

3 4 5 1 2 176. relating himself to a specific occupational choice.

A professional counselor is available during enrollment to assist the student

2 3 4 5 1 177. in understanding school policies as applicable to him;

1 2 3 4 5 178. in developing positive attitudes towards himself, the school, his program, prospective employer, and vocational-technical training.

2 3 4 5 1 179. in developing good interpersonal relationships with fellow students, instructors, and outside public;

3 4 5 1 2 180. in judging his present knowledge, defining gaps in it, finding sources, selecting information he sees as pertinent, and incorporating the new knowledge in order to further clarify his vocational direction.

A professional counselor is available when students leave school to assist them

4 5 1 2 3 181. in accepting responsibility for making plans for transition from school to employment;

1 5 4 3 2 182. in identifying with the world of work in the specialty for which trained;

5 4 3 2 1 183. in entering an appropriate post-school occupation;

2 1 5 4 3 184. in feeling the importance of his occupation, i.e. who he is and what he has to offer.

Personal conferences with a professional counselor are scheduled for all all students who

*______ 185. have just enrolled in school (an introductory type of interview);

**______ 186. are failing and/or having learning difficulties;

**______ 187. have irregular attendance;

*______ 188. withdraw from school;

**______ 189. desire to transfer from one course to another;

**______ 190. have special needs which require referral to an a appropriate agency.

Joint procedures have been worked out between the student personnel specialist, staff, and administrator

**______ 191. on methods to be followed in referring students to the counselor.

Job Placement Service

A cooperative job placement service is coordinated by the student personnel specialist who

**______ 192. works with instructors to develop forms to be used in the job placement service, such as job request form, job referral form, and other forms as necessary;

**______ 193. maintains files, records, and organized arrangements of job requests received from employers;

**______ 194. works with instructors to develop procedures and forms used by instructors for reporting job requests received to the placement office.

The student personnel specialist assists students in preparing for TECHDAYS and other job interviews by

**______ 195. surveying local employers in determining job openings;

**______ 196. utilizing state employment office, employers of former students, and others in locating job openings for current students;

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**______ 197. making a list three months prior to graduation of students seeking employment after graduation and their preference as to location;

**______ 198. arranging for employers to visit the school to interview students;

**______ 199. actively supporting TECHDAYS program and promotes activities such as TECHDAYS.

As an integral part of the job placement service the student personnel specialist

**______ 200. assists students in preparing for job interviews;

**______ 201. maintains a record of area vocational-technical school dropouts seeking employment;

**______ 202. assists students in finding employment after completing a course of study;

**______ 203. assists students withdrawing from school to obtain employment;

**______ 204. assist former students in finding employment;

**______ 205. assists students in finding part-time employment;

**______ 206. assists students in making the transition from school to employment more effectively.

Evaluation Service

Regular and periodic follow-up studies are conducted of

**______ 207. all graduates to determine their progress and adjustment on the job;

**______ 208. all school dropouts to determine their progress and adjustment on the job;

**______ 209. all graduates and dropouts to determine reactions toward towards the training that they received and possible changes they feel should be made in the training program;

**______ 210. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates;

**______ 211. all graduates from the previous fiscal year;

**______ 212. all non-graduates who left during the previous fiscal year and who had sufficient training to become employed in the field for which trained;

**______ 213. other non-graduates who left during the previous fiscal year;

**______ 214. all graduates from the fiscal year five years previous to the last fiscal year;

**______ 215. all non-graduates who left during the fiscal year five years previous to the last fiscal year who had sufficient training to become employed in the field for which trained;

**______ 216. other non-graduates who left during the fiscal year five years previous to the last fiscal year.

Information obtained from follow-up studies is summarized by

**______ 217. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program;

**______ 218. factual information about job success of area vocational-technical school students.

Information obtained from follow-up studies is used by

1 2 3 4 5 219. administrator and faculty for discussion and possible implication for changes in the school program;

2 3 4 5 1 220. the school and employers to study placement and adjustment problems of students;

3 4 5 1 2 221. the student personnel specialist to study the effectiveness of admission criteria.

Procedures are developed for

4 5 1 2 3 222. objectively evaluating student personnel services by students and faculty.

Procedures are developed for annually preparing a summary of enrollment statistics for day preparatory students to show

*______ 223. current enrollment;

*______ 224. number who enrolled during the year into each curriculum;

*______ 225. number who transferred internally into each curriculum;

*______ 226. number who transferred internally from each curriculum;

*______ 227. number who transferred from day to night program;

*______ 228. number who transferred to another area vocational-technical school;

*______ 229. number who graduated;

*______ 230. number who left prior to graduation, but for work in field;

*______ 231. number who left for other (specified) reasons;

*______ 232. number of those withdrawing for other reasons who were classified as acceptable, borderline, or not acceptable for the curriculum in which they enrolled.

Procedures are developed for reporting to the staff and faculty

1 2 3 4 5 233. results of any special studies conducted;

5 1 2 3 4 234. illustrative case reports;

4 5 1 2 3 235. responses made by faculty and students to the Schedule of Student Personnel Services;

3 4 5 1 2 236. responses of the administrative staff to the Criterion Check Sheet;

2 3 4 5 1 237. a statistical summary, monthly, by curriculum, of applications received and of applications accepted for the coming school year.

Procedures are developed for annually surveying a sample of employers to learn how alumni are rated on

**______ 238. job knowledge;

**______ 239. work habits and personal traits, such as appearance, leadership ability, ability to work with others, and other qualities.

Procedures are developed for

*______ 240. annually compiling a profile of student characteristics.

what student personnel services were desired by area vocational-technical school administrators, instructors, and students and to determine what services were being provided (Bottoms, 1966). A system for rating responses has been developed, and the instrument can be used to arrive at some general statements concerning the provisions made for student personnel services in an institution.

The instrument may also be used in new schools as a checklist for planning the implementation of student personnel programs. Various items can be assigned priorities and organized into a developmental plan.

SUMMARY OF PLAN OF EVALUATION

This plan of evaluation for student personnel can be summarized in four statements:

1. Various types of data are regularly collected by the State Supervisor of Vocational Guidance and discussed with vocational education administrators and student personnel specialists to initiate improvements of the student personnel program.
2. Schools are encouraged to conduct eomployer follow-ups and to develop research methods for comparing the relative effectiveness of various student personnel practices.
3. As needs arise, and as resources can be organized, state-wide research is initiated and conducted by the State Supervisor of Vocational Guidance in cooperation with student personnel specialists in area vocational-technical schools.
4. As part of the system of periodic evaluation for each schools' total program, a survey instrument is used which gives a numerical rating for the student personnel services of the school.

CONCLUSION

Changes in student behavior which are expected as a result of student personnel services should be clearly stated. Instruments for measuring the degree of change among students in each behavioral area should be constructed. Regular studies should be made of enrollment, student characteristics, alumni, and employers of alumni. Only when a systematic and continuous feedback of such information is achieved can school personnel know the extent to which student personnel services are accomplishing their objectives.

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Chapter X

CONCLUSIONS

Vocational schools have been evolving gradually throughout the history of this country. Since 1940 considerable growth has taken place through the development of area vocational-technical schools. Dispite this growth little effort had been made to relate the goals, functions and approaches of guidance to the vocational school setting. The central purpose of this project has been to develop a program of student personnel services for area schools based upon the unique needs of these schools and upon the characteristics of area school students.

The present study has used the term "student personnel services" rather than "guidance" because a student personnel services program includes activities much broader than those normally assigned to a high school counselor. High school guidance is generally conceived as encompassing the areas of analysis of the individual, information, counseling, placement, and follow-up (Erickson and Smith, 1947; Hatch and Stefflre, 1958). By contrast, student personnel services, as discussed in this report, include preadmissions information, admissions, student records, counseling, information, job placement, and evaluation.

This organization of student personnel services may or may not have merit for all states at all times. These particular services were developed in Georgia because in 1965 area school staffs and students indicated that these services were needed in that state's emerging area school system (Bottoms, 1966). Since that time, however, this pattern of services has been studied by vocational educators from many parts of the country, and only minor adaptations seem to be needed to adjust it for other parts of the country.

In this report student personnel services have been defined as those services which assist each student in making decisions required at certain choice points to successfully enter the area school and progress through it into the world of work. The student is aided to (1) perceive realistically his own potentialities, values, and interests, (2) understand those educational and occupational opportunities available to him after program completion, (3) organize this information into a plan of action, and (4) implement the decisions made.

NEED FOR STUDENT PERSONNEL SERVICES

This report has concluded that vocational educators are more likely to have capable, committed students if each student is given the assistance he needs in making key decisions regarding his occupational/educational future and the support he needs in carrying out his decisions. A survey of applicants who did not enroll in post-secondary area schools (Bottoms, Holt, and Collier, 1965) found that they did not enroll because either (1) they lacked accurate, high quality information regarding the area school; (2) they lacked knowledge of the type of students who can best profit from attendance at an area school; (3) they lacked money, transportation, or housing; (4) they were influenced by America's prestige structure which assigns less prestige to occupations such as those for which the area schools offer training; (5) they were influenced by a negative stereotype which many individuals in America hold toward vocational schools; or (6) they lacked a strong aspiration to continue their education after high school. Some students, in order to remain enrolled, need assistance in identifying with the school, in gaining a commitment to their occupational areas, and in developing appropriate attitudes and skills for working with other people. Student personnel specialists help such students by inducing them to verbalize their reasons for wanting to attend the area school.

That some students should encounter difficulties in pursuing vocational education is not surprising, in view of the complexity of America's society, the broad range of occupational/educational opportunities open to students, and the general isolation of youth from the world of work. All of these factors mean that without student services, the area schools will not be used for the benefit of the maximum number of students.

Only through enrolling students who are able and willing to remain in school until they complete their training can vocational educators insure that the costly equipment and the highly trained personnel of area schools will get maximum use by students who need it.

GOALS OF STUDENT PERSONNEL SERVICES

This entire report has been built around the overall goal of assisting students to make those decisions which are necessary in order to enter the area school, to make progress while there, and then successfully to enter work. This large goal can be subdivided. The items shown in Table I are subordinate goals of student personnel services in area schools at designated intervals of the student's growth. They are expressed in terms of desired student behavior and shown in three phases. In the first phase the student personnel specialist is concerned with assisting the student in examining the area school as a suitable avenue for reaching his occupational goal and in assisting the student in choosing an occupational curriculum most suited to his abilities, desires, values, and interests. In the second phase the goal of the student personnel specialist is to assist the enrolled student in progressing within the school setting. In the third phase the student personnel specialist attempts to assist the student in planning and implementing his post-school plans.

All of these goals are related to the concern of vocational educators to enroll students who "need, desire, and can profit from" vocational programs.

APPROACHES USED TO ACCOMPLISH THE GOALS OF STUDENT PERSONNEL SERVICES

In the program of student services described in this report the goals of assisting students to make decisions and to develop productive behavior patterns are pursued by student personnel specialists both directly and indirectly--directly through contacts with students, and indirectly through influencing the environment in which they live, work, and study.

Direct Methods

Although student personnel specialists use a wide variety of direct methods with area school students to assist them in achieving their goals, the major method is the one-to-one counseling relationship with the area school students. Counseling is the process of assisting students to focus what they have learned upon decisions they may face. Counseling has two primary goals: first, that the students will resolve their immediate concerns by making some decisons they are willing to act upon; and, second, that the students will make progress in

Table 63

GOALS OF STUDENT PERSONNEL SERVICES IN AREA VOCATIONAL-TECHNICAL SCHOOLS

BEFORE ENROLLMENT	DURING ENROLLMENT	LEAVING SCHOOL AND ENTERING EMPLOYMENT
1. He accepts vocational-technical concept.	1. He understands school policies as applicable to him.	1. He accepts responsibility for making plans for the transition from school to employment.
2. He perceives a vocational-technical specialty as valuable to him.	2. He develops positive attitudes toward himself, school, program, prospective employer, and vocational-technical training.	2. He identifies with the world of work in the specialty for which trained.
3. He explores problems which may be obstacles to enrolling but which he plans to solve. a. Financial b. Transportation c. Program choice d. Housing e. Physical	3. He develops good interpersonal relationships with fellow students, instructors, and the outside public.	3. He enters an appropriate post school occupation.
4. He relates his experiences and aptitudes to the vocational-technical curriculum.	4. When information is needed in order to further clarify his vocational direction, he judges his present knowledge, defines gaps in it, finds sources, selects information he sees as pertinent, and incorporates the new knowledge.	4. He feels the importance of his occupation--who he is and what he has to offer.
5. He relates himself to a specific course.		
6. He selects a specific program and completes the admissions process of making application, taking entrance tests, having interviews, making a deposit, and registering for classes.		

learning how to use the processes of decision-making effectively, flexibly, and independently so that they can satisfactorily direct their own lives.

The direct contact of student personnel specialists with area school students, or potential students, includes providing information individually or in groups. The purpose is to assist the individuals in discovering for themselves the decisions they must make and learning the many alternative choices available for them to act upon. The process used in such activities is based upon active student involvement. It assumes that when students are involved in the learning process they become more concerned about decisions they must make, learn better, and are more likely to seek further information. Group guidance activities are used by personnel specialists to interpret test scores, to develop skills which students use in getting a job, and to orient prospective students to the operation and activities of the area school.

Indirect Methods

The amount of time which student personnel specialists spend carrying out activities with students and with potential students is extremely limited when compared with the amount of time the students are with their instructors, their peer group, their parents, and with others.

The ability of individuals to make sound decisions depends largely upon the attitudes and experiences they are exposed to in their environment. Consequently, student personnel specialists must try to fulfill the goals of the student services program, in part, by working through others. For example, the work of student personnel specialists with high school counselors, principals, and teachers, and with public news media has much to do with whether or not potential students seriously consider the area school. In addition, the student personnel specialists' relationship with the other area school administrative staff members can do much to establish an atmosphere conducive to achieving the goals of the student personnel services program. Student personnel specialists cannot overlook the influence of the student peer group in accomplishing the goals of student personnel services, for this group has a significant influence upon students in area schools. Indirect methods of carrying out the goals of the student personnel services program are as follows:

1. Creating and distributing to prospective students and high school counselors such printed material as:
    - Catalogue;
    - Brochures;
    - Applications;
    - Admission procedures;
    - News releases;
    - Records;
    - Test interpretation sheets;
    - Form letters;
    - Newsletters to high school counselors;
2. Working with instructors on the committees for:
    - Admissions;
    - Preadmissions
    - Guidance;
    - TECHDAYS
    - Attendance;
3. Working with the school Director through:
    - Weekly staff meeting;
    - Enrollment reports;
4. Working with groups of high school counselors in the:
    - Presentation of slides;
    - Tours of area school;
    - Scheduling of students;
5. Working with other student personnel specialists in the total program of student personnel services;
6. Working with the instructional supervisor on curriculum revisions;
7. Working with parents;
8. Carrying out research.

SERVICES USED TO ACCOMPLISH THE GOALS OF STUDENT PERSONNEL SERVICES

In the program of student services which has been developed, direct and indirect methods are combined in each of the services used to accomplish the goals of assisting students to make decisions and helping them to develop productive behavior patterns. A minimum of seven student services are required in area schools: Preadmissions Information, Admissions, Student Records, Counseling, Information, Job Placement, and Evaluation Services.

Preadmission Information

Many conditions and trends in our society make it imperative for area schools to perform a Preadmissions Information Service. Technological advancement and automation have created a continually shifting occupational structure. Within it, a broad range of occupational opportunities is available, but the trend toward young people staying in school isolates most of them from the world of work and prevents them from understanding these opportunities. If they do learn of good jobs at skilled or technical levels, stereotyped attitudes toward vocational education held by some of their counselors, teachers, parents, and friends may prevent them from attending area schools in order to enter these jobs.

To overcome these conditions, area school student personnel specialists have the responsibility of informing the general public of the changes taking place in the work world and of the opportunities for quality training being offered today through area schools. This task requires an aggressive, positive, and objective preadmission information service in order to inform potential students and those who have a direct influence on their decision making. Such a service should not be characterized by undue pressure, a concept of enlistment, or misinformation. Instead, it should be based on the sound guidance principles of providing factual information about the opportunities available through the area school so that potential area school students will gain a better understanding of the opportunities available and be able to select realistic and satisfying goals.

This report has shown that an effective Preadmission Information Service is built around area school student personnel specialists becoming resource consultants to surrounding high school counselors. They should provide information to them and assist them in planning experiences for individuals which will broaden their concepts of the occupational/educational opportunities available to them. They therefore should engage in such activities as (1) improving the quality of materials on the area school program provided to high school counselors and prospective students; (2) arranging organized tours of the area school for students, parents, school officials, and other interested groups; (3) speaking to students and adult groups about the area school; (4) arranging for resource people such as employers and successful area school graduates to speak to prospective area school students; and (5) using other media and activities for orienting adults to opportunities available to them in the area schools.

Admissions

The success of an area school program is dependent, in part, upon the enrollment of students suited by desire and ability for the programs offered. An organized Admissions Service in the area school should not, however, be justified on the basis of "selecting the best and forgetting the rest." Because students with broad ranges of abilities, ages, education levels, and social backgrounds are served by area schools, the present selection strategy used by many institutions of higher learning is not suitable for the area schools. Neither the "selection" strategy, the "placement from the area school's point of view" strategy, nor the "open door policy" offer a suitable admissions strategy for area schools.

An acceptable admissions strategy for area schools is one which assists applicants in evaluating their abilities, values, and desires in terms of the courses offered and aids them in making choices within certain limits either within or outside the school. The limits within which the area school applicants are free to choose may be set by limited facilities, the range or course offerings, the abilities of the students, or by the educational background of the students. Area school student personnel specialists can function as counselors during the admission process by defining limits within which the area school applicants are free to choose may be set by limited facilities, the range or course offerings, the abilities of the students, or by the educational background of the students. Area school student personnel specialists can function as counselors during the admission process by defining limits within which applicants may choose their program and then assisting them in making a choice either within or outside the area school. The limits defined for applicants are broad because of low reliability of admission criteria for area schools and the flexible scheduling which enable students to transfer to other occupational areas if they perceive their original choices as inappropriate.

To implement such a strategy, student personnel specialists must effect organized procedures which provide (1) clear admissions policies regarding requirements and procedures for entrance into the area school; (2) systematic procedures for responding to applicants at each step in the admissions process; (3) early testing dates for applicants to take the area school entrance test at the school; (4) opportunities for interpreting test scores to applicants, either individually or in groups, to assist them in making a choice of curriculum; (5) assistance to area school applicants with insufficient abilities or educational backgrounds for the program they desire in examining possible alternatives either in the area school or outside the area school.

Student Records

A well developed system of keeping student records should increase the ability of the area school staff to assist students in learning occupational skills, in achieving self-understanding, and in developing strong and positive self-concepts. A statewide system of area school record-keeping was developed as part of the project. This system includes student application forms, student status cards, permanent record cards, student history questionnaires, behavior observation forms for instructor use, and grade reports. These forms have been developed specifically for Georgia's area schools and contribute significantly to the abilities of area school personnel to train skilled workers.

Counseling

Many vocational educators have strongly supported offering counseling services to student prior to their enrollment in the area schools.

Other vocational educators have requested that counseling services not terminate with the enrollment of the student. They base their request on factors with which an area school student needs assistance: (1) selecting an alternate vocational course because of mistaken estimates of ability and interest; (2) developing a positive self-concept; (3) evaluating his present home and school environment in relation to future job and life plans; (4) making a more realistic choice of an occupational field or an increased commitment to a given field; (5) making future plans for job entry, and (6) accepting responsibility for following through with these plans.

This report has illustrated several steps that can be taken to insure that effective and high quality counseling services are available to area school students. First, the ratio of student personnel specialists to area school students should be maintained at not less than one to four hundred full-time students or equivalent. Second, conduct in-service program for making area school instructors aware of educational/occupational decisions students must make and to acquaint instructors with ways they can work with student personnel specialists to broaden students' perception of decisions they may need to make. Third, concentrate counseling services at the major decision points facing the area school student: (1) attendance at the area school; (2) the choice of which occupation to enter; (3) course completion; (4) job plans after course completion. Fourth, collected data annually to help determine the effectiveness of the counseling services provided. Each of these steps have been built into the Georgia program.

Information

Evidence was presented in this report that clearly indicates that the characteristics of area school students are such that they are in need of an effective Information Service. The program should be such that students are provided with information revelant to further employment possibilities in such a way so as to motivate them to consider the decision they may face. Students can be encouraged to make educational/occupational decisions by direct involvement in meaningful discussions with instructors, through contact with peer groups whose members have already recognized this need, and by having prospective employers tell them what qualifications are needed for entrance into certain positions.

The Information Service first makes contact with students through an orientation program which can assist them in understanding the school's purposes, objectives, and policies. It also help to develop positive attitudes as they relate themselves to the area school program. This program provides an opportunity for mutual understandings to develop between the area school staff and the new student.

In the student personnel services program described in this report, the entire Information Service, including orientation, is a cooperative program in which both counselors and the instructional staff have designated responsibilities. In an area school Information Service instructors accept the major responsibility for carrying out the service, and student personnel sepcialists provide resources and consultative assistance. The Information Service program is organized into three areas: occupational, educational, and personal-social information. In each section there are major topics to which the behaviors which students are expected to acquire are related. There are also specific acitivities through which students may acquire these desired behaviors. Comprehensive units have been prepared on each of the topics to be used by the instructors in area schools in Georgia. During the 1967-68 school year, a first attempt was made in Georgia to implement this program through the instructors in the area schools.

The units are designed to help students develop the ability to state decisions they must make; seek occupational, educational, and personal-social information to use in decision making; and to develop the skills and understandings required to implement their decisions. Students learn how to explore a career field, to evaluate the requirements and nature of a job, to advance in school through organizing and planning, to advance in a job, to enter a career field, and to manage finances.

The plan being followed is that of asking each instructor to allot one hour per week to the teaching of personal job skills or attitudes. One topic is suggested for each week. Instructors are also requested to reinforce the material through their regular class sessions. For example, if an instructor teachers the students how to take notes, he can then ask them to practice the note-taking techniques during his lectures.

Job Placement

The basic question in the Job Placement Service outlined in this report was not "did the area school graduate get a job?" Such a question suggests that the purpose of job placement goes no further than job placement, and fails to comprehend both the personal depth and the long range purpose involved. The basic question was rather, "did the student develop a model or pattern of skills, attitudes, and understandings effective in locating the right job and in successfully adjusting to the world of work"? This question suggests that the Job Placement Service should assist the student in the clarification of his goals, in becoming aware of the labor market as related to his field of work, in evaluating his qualifications and desires in terms of a specific job, in developing skills and knowledge in locating a job, and in adjusting to the fluctuating economy. An effective Job Placement Service provides students with those personal skills and attitudes needed to enter into, and adjust to, the world of work. All of this assistance is based upon the assumption that graduates who have made a careful study of themselves and the labor market will have a more realistic expectation of the world of work.

The first aim of the job placement program, then, is to provide each school student with experiences enabling him to develop a pattern of skills, attitudes, understandings, and knowledge needed to enter into, and adjust to, the world of work. These experiences are provided through both the Counseling and the Information Services and begin with the orientation program conducted when the students enters school. Such a program involves cooperation between area school instructors and student personnel specialists. Both counselors and instructors have specific roles and functions. Counseling sessions are scheduled with each student regarding his post-graduation in order to elicit answers to such questions as "What are your plans?" and "How do you know you can complete them?" These questions help the student to analyze his own decision.

The second aim of a job placement program is to provide those activities which will enable area school graduates to get a good job soon after course completion. To accomplish this aim, the student personnel specialist maintains files of job requests received from employers and takes steps to bring employers into the school. In Georgia a program to assist students in meeting employers and in making transitions from school to work is called TECHDAYS. It is coordinated statewide and in 1968 resulted in approximately 650 employers interviewing area school students.

Evaluation

A follow-up program of area school students is essential if data are to be obtained to enable schools to evaluate and improve programs. A follow-up system was described in the study that provides data which will (1) assist student personnel specialists to determine which services need strenthening, (2) help administrators to determine instructional and curricular needs of the total school program, and (3) provide occupational information to potential area school students. The follow-up studies are conducted a few months following graduation and again in five years. The data which are collected are analyzed at local and state levels. The follow-up is a part of a continuous evaluation program. The other parts of the Evaluation Service include a survey of student characteristics and enrollment reports. Through these reports data are collected annually to determine attitudes, characteristics, and values of students enrolled in the area school program. These data should provide information which will enable the local counselor to evaluate his program and should also give direction to local and state level officials in program planning.

OPERATING PRINCIPLES

These various services are unified into one program both by their common reliance upon counseling techniques and by common operating principles which are as follows:

Commitment to Students

Each student service has a primary commitment to students. While personnel specialists also have definite commitments to the school and to society, the student comes first. Since the school serves both society and the student, many vocational educators fall into the trap of seeing the major question for the area school as being "How can we serve the needs of business and industry better?" However, this question should be of secondary importance, with the major one being "How can we serve our individual students better?" One role of student personnel specialists is insuring that the interests of the students are not made subsidiary to the interests of society.

Worth of Persons

Student personnel specialists are the prime advocates of treating the individual student as a worthwhile person. There are many students who enroll in area schools feeling that college bound students are "better" than they themselves. Student personnel specialists assist the area school student in seeing himself in a positive way--as one who can take responsibility for himself, for his educational choices, for his occupational choices, and for attending an area school not as a last resort but as an effort to get the best possible education for himself.

Student Involvement in Future Planning

Student personnel work is based on the principle of involving the area school student in planning for his future as well as for his present. Student personnel specialists believe that the area school student who has knowledge of the occupational structure of this country; who has assistance in clarifying his own values, interests, and potentialities; and who has assistance in relating information about himself to the work world is better prepared to make an educational/occupational choice than if he had no assistance from the student personnel specialist in making his plans.

Productive Attitudes

Student personnel specialists are concerned with assisting area school students not only in acquiring a mechanical skill but also in developing a pattern of attitudes and concepts needed for entry into, and adjustment to, the world of work. Often vocational educators place emphasis on the development of a mechanical skill at the expense of development of effective job attitudes and concepts which are important to the students' future life success. Personnel specialists strive to maintain a balance between the tangible and the intangible aspects of the area school program. They work with the instructional staff to insure that adequate experiences are provided for students to develop effective interpersonal relationships and self-confidence.

High Quality Information

Student personnel specialists provide accurate, specific information of high quality to enrolled and potential area school students concerning themselves and the job structure. If persons have worth, then communicating opportunities for increased self-reliance and self-direction is imperative. Personnel specialists would be failing both society and the individual if they did not attempt to arouse interest among these who can profit from the training offered in the vocational-technical school. Information provided by student personnel specialists for area school students is both accurate and applicable to the local setting. Further, this information is specific enough for the individual to identify steps, or actions, he must take. The quality of materials provided is such that an accurate image of the subject, rather than a stereotype, is projected.

Cooperation With Other Persons Who Can Assist Students

Student personnel specialists establish a constructive working relationship with those in and out of the area school who can assist in achieving the goals of the student personnel services program. Many of the goals toward which the student personnel services program is striving cannot be reached unless specific activities and experiences are built into the school curriculum. Thus, student personnel specialists establish a close working relationship with teachers and others who influence a student's behavior. Instructional staff cooperation is important because the student personnel services program will not be successful without it. Student personnel specialists trys to make sure that the school expresses an attitude of care for the individual.

Appreciation of Individual Differences

Student personnel services are based upon the individual differences of the area school students. Student personnel specialists carry out this operating principle when they assist each student in selecting a vocational-technical program most appropriate for him or when they assist each student in planning and implementing his next step after leaving school. Student personnel specialists further recognize individual differences when they encourage development of new vocational educational programs to provide more appropriate experiences for the students whose needs are not being met by the current program.

CONCLUSION

Seven student personnel services have been defined. In performing these seven services, 12 functions have been assigned to the area school student personnel specialist. In three of these functions, there are joint or shared responsibilities between the student personnel specialist and the area school staff. These are: (1) an organized orientation program; (2) collection and interpretation of information to help students know more about themselves and about the world of work; and (3) activities developed to assist area school students in moving from the area school to employment.

The term "supervise" precedes four of the functions in order to indicate that the student specialist, in most cases, would supervise the clerical personnel in performing these functions and evaluating these programs. These functions are: (1) an organized and systematic admissions program; (2) a student personnel record keeping system; (3) periodic follow-up studies of all students and of selected employers; and (4) financial aid.

There are five remaining functions which are performed primarily by area school student personnel specialists. However, the guidelines for performing these functions are established with the total school staff. These functions are: (1) conducting organized and systematic activities for informing prospective students about area schools; (2) assisting students in choosing the most appropriate programs of study; (3) assisting students in solving problems such as housing, finances, and health; (4) assisting students in making the greatest use of their potential; and (5) administering aptitude tests to all prospective students, and interpreting test scores.

In summary, an effective program of student personnel services in area schools should become the instrument, or means, through which emphasis is maintained on the needs of the individual as he progresses from a potential worker to an employed and skilled worker.

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Bottoms, James E. Phase I Report, Research Project 236, Developing a Program of Student Personnel Services for Area Vocational-Technical Schools. Atlanta: Georgia State Department of Education, 1966.

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Hatch, R. N. & Stefflre, B. Administration of Guidance Services, Englewood Cliffs, New Jersey: Prentice-Hall, 1958.

Erickson, E. E. & Hatch, R. N."Principles for Programming Personnel Services," In N. B. Henry (Ed.), Personnel Services in Education. Yearbook. National Society for the Study of Education, 1959, Part II.

Chapter XII

RELATED DEVELOPMENTS AND DISSEMINATION

This project improved vocational education not only through the development of the procedures reported here, but also through stimulating related developmental activities and through dissemination of the ideas developed during the project.

INFLUENCE OF THE PROJECT IN IMPROVING VOCATIONAL EDUCATION

From this project grew arrangements with the College Entrance Examination Board to develop better aptitude tests for Georgia, a state-wide job placement program, vocational-technical school catalogs, group guidance units for vocational-technical instructors, developmental work with counselors in area vocational high schools, an inservice program for MDTA counselors, and a favorable climate for developmental projects in vocational education.

Aptitude Test Development Project

A project is currently underway in Georgia, in cooperation with the College Entrance Examination Board and the Educational Testing Service, to design a new aptitude test especially for vocational-technical students and to validate it in Georgia. Plans will then be developed to administer this test on a center basis very much like the College Board. It will be referred to as the "Tech Board Test." Because it will be validated on Georgia students, it will provide high school counselors in Georgia with data to assist prospective students in planning for entrance into vocational-technical schools.

State-Wide Job Placement Program

A state-wide job placement program, called TECHDAYS was developed as a result of the project and operated effectively in Georgia in the spring of 1967 and 1968. It will be continued.

TECHDAYS involves having the Division of Vocational Education write several thousand employers in Georgia to visit area schools and interview graduates. Local schools invite employers from their area which are not on the larger state-wide mailing list. This program has already been described in detail in the chapter on Job Placement.

School Catalogs

Another development resulting from Project 236 has been the development of a standardized format based on the project which has brought about a large degree of clarity in the materials presented in catalogs. This is true not only for completeness of content but the project materials have served as a check list to assure that pertinent facts about each school are not left to the student's imagination but are clearly set forth.

The utilization of a publications specialist within the Division of Vocational Education in coordinating catalog publication activities has resulted in the best possible use of materials at hand such as paper, typography, photographs, graphic arts materials, and general layout and style. Many catalog covers utilize color, large attractive photographs, school emblems and seals, and other eye-catching materials to give the catalog "package" eye appeal.

Group Guidance Units

The group guidance units which were described in the information chapter have become a project unto themselves. The units are being developed further by various school student personnel specialists and instructors, and the final result will be a booklet of lesson outlines and resources covering the personal skills needed by vocational-technical graduates.

Inservice Training for MDTA Counselors

The various procedures developed for area vocational-technical schools have been adapted by MDTA counselors, along with other materials, in the development of a manual for MDTA counseling.

Work on the manual has led to a clarification of the work of the MDTA counselor and a more effective counseling program in the Manpower projects.

Training for Area Vocational High School Counselors

Many of the items developed for the area vocational-technical school have also been adapted by area vocational high school counselors in developing programs at this level. Regular meetings of these counselors have been held by the State Supervisor of Vocational Guidance and the work of these counselors has been outlines in detail.

Use of Project Process

The developmental process which was used in the student personnel project proved successful. Consequently, it is being followed in attempts to develop other areas of vocational education in the State. A similar approach is being taken with self-evaluation of the area vocational-technical schools, with curriculum development, and with the development of special needs programs.

DISSEMINATION

Throughout the project, attempts were made to disseminate ideas as they were developed. Information was made available upon request to other state departments. Appropriate personnel from nearby states were invited to Georgia when conferences were being held.

High School Counselors' Conference

In the summer of 1966, high school counselors representing all of the congressional districts in Georgia were invited to meet with area vocational-technical school personnel specialists to examine ideas developed by the pre-admissions information committee. High school counselors were selected who were well-known in their geographical areas. The conference served two purposes: it permitted the area vocational-technical school personnel to refine their ideas concerning pre-admissions information, and it enabled high school counselors to become knowledgeable of the procedures which would be used and to tell other high school counselors of how area vocational-technical schools could assist them in working with prospective vocational-technical students.

Work Conferences

In September of 1966, the school directors, coordinators of instruction, and coordinators of student personnel services of area vocational-technical schools met for a two-day work conference to discuss working papers which had been prepared for each of the student personnel services. Representatives from nearby states were also invited to attend. A list of these participants is given in Appendix K.

Because the conference was scheduled so that small groups of 10 to 12 persons would discuss each of the working papers, these representatives from other states were requested to participate actively in the conference, to raise questions concerning topics which may have been overlooked, and to clarify their own perceptions of the Georgia program.

Dissemination Conference

In October of 1967, a national conference was held in Georgia to disseminate the results of the project. One representative from each state of the continental United States was invited. His expenses were reimbursed by the project. A list of participants is given in Appendix L.

Papers read at the conference were as follows:

> Conference Overview
> Gene Bottoms, Associate Director, Leadership Services - Guidance, Division of Vocational Education, Atlanta, Georgia

The AVTS Program and Project 236
Ed Bodenhamer, Associate Director, Area School Programs, Division of Vocational Education, Atlanta, Georgia

The Pre-admissions Information Service
James Marlowe, Coordinator of Student Personnel Services, North Georgia Technical and Vocational School, Clarkesville, Georgia

The Admissions Service
Gene Bottoms, Associate State Director, Leadership Services - Guidance, Division of Vocational Education, Atlanta, Georgia

The Information and the Job Placement Services
James Spradlin, Coordinator of Student Personnel Services, South Georgia Technical and Vocational School, Americus, Georgia

The Developmental Process of Project 236
Emeliza Swain, Associate Professor of Education, College of Education, University of Georgia, Athens, Georgia

The Counseling Service
Jack Gay, Coordinator of Student Personnel Services, Moultrie Area Vocational-Technical School, Moultrie, Georgia

The Records and Evaluation Services
Fred Otte, Assistant Project Director, Research Project 236, Division of Vocational Education, Atlanta, Georgia

Opportunities for small-group discussions were interspersed with the presentations of papers. The discussion sessions enabled participants to clarify many concepts presented in the papers.

Many letters were received from conference participants expressing satisfaction with its results. Several of these are included in Appendix M.

Articles

A number of articles relating to the project have been published in professional journals. These articles insure that the project will be listed in educational bibliographies and that counselor educators and supervisors will be aware that the project has been conducted. Articles which have been published are as follows:

Bottoms, James E. "Student Personnel Services Needed in Area Vocational-Technical Schools," *American Vocational Journal,* October, 1966.

Bottoms, James E. "Teacher's Role in Vocational Guidance," *GEA Journal*, May, 1966.

Bottoms, James E. and Oelke, Merritt, "Needed Student Personnel Services in Area Vocational-Technical Schools as Perceived by Students," *Vocational Guidance Quarterly*, December, 1967.

Bottoms, James E. and Oelke, Merritt, "Students' Opinions of Personnel Services Needed in Area Vocational-Technical Schools," *Journal of Industrial Teacher Education,* Summer, 1967.

Bottoms, James E. and Swain, Emeliza, "The Effects of Program Planning on Area Vocational-Technical School Enrollment," *Vocational Guidance Quarterly*, July, 1967.

Bottoms, James E. and Swain, Emeliza, "State Supervision: Principles and Process," Submitted to *Counselor Education and Supervision*.

Bottoms, James E. and Swain, Emeliza, "The Guidance Point of View and Vocational Education," *American Vocational Journal,* March, 1968.

Other Publications

Other publications which have developed as a result of the project and which have been made available to persons from other states who requested them are as follows:

Bottoms, James E., *Counselor's Guide to Georgia's Area Vocational-Technical Schools*, Atlanta: State Department of Education, 1965.

Bottoms, James E., "Developing Statewide Norms for the Dailey Vocational Tests," Houghton Mifflin Company, *Test Service Bulletin*, 1966.

Bottoms, James E., *Phase I Report, Research Project 236: Developing a Program of Student Personnel Services for Area Vocational-Technical Schools*. Atlanta: State Department of Education, 1966.

Bottoms, James E., and Otte, Frederick L., *Ways the Area School Personnel Worker and Surrounding High School Counselors Can Work Together*. Atlanta: State Department of Education, 1966.

Papers

A number of papers were presented on various occasions by the project staff and by project committee chairmen. These papers, listed below, probably were the greatest factor in bringing the project to the attention of state supervisors of vocational guidance, counselor educators, and vocational education leaders across the nation.

American Vocational Association Convention Miami, Florida December, 1965	Bottoms, James E. "Student Personnel Services Needed in Area Vocational-Technical Schools as Perceived by Students and Instructors"

American Personnel and Guidance Association Convention Washington, D. C. April, 1966	Bottoms, James E. "Diversified Approaches in Providing Occupational and Educational Information"
	Bottoms, James E. "Functions of the Personnel Specialists in Area Vocational-Technical Schools"
	Marlowe, James "The Relationship of the Vocational-Technical School Student Personnel Specialist with the High School Counselor"
National Vocational Guidance Association Conference August, 1966	Bottoms, James E. "Georgia's Program of Student Personnel Services in Area Vocational-Technical Schools"
National Seminar on Vocational Guidance Northern Michigan University Marquette, Michigan August, 1966	Bottoms, James E. "Student Personnel Services in Georgia's Area Vocational-Technical Schools"
Regional Conference on Supply and Demand for Teachers of Occupational Education in the South September, 1966	Bottoms, James E. "Problems Relating to Potential and Current Vocational Education Students"
American Vocational Association Convention Denver, Colorado December, 1966	Bottoms, James E. "Student Personnel Services Defined for the Area Vocational-Technical Schools"
	Marlowe, James "Pre-admissions Information Service"

Gay, Jack
"Student Personnel Records and
Counseling Services"

Corley, George
"Information and Job Placement
Services"

Otte, Frederick L.
"Evaluation Procedures for Student
Personnel Services as Developed
in Research Project 236"

Student Personnel Services
Association Conference
Hamlet, North Carolina
January, 1968

Marlowe, James
"The Pre-admissions Information
Service in Georgia's Area
Vocational-Technical Schools"

Otte, Frederick L.
"The Admissions Service in
Georgia's Area Vocational-
Technical Schools"

Institute

An institute for vocational education public information officers was conducted at Georgia State College, Atlanta, Georgia, in the summer of 1967. The work of the pre-admissions information committee of the project was partly responsible for stimulating personnel at Georgia State College to apply for the institute.

University Course

A course taught over five weekends throughout the year was added to the curriculum of the counselor education department of the University of Georgia. "Philosophy of Student Personnel Services in Area Vocational-Technical Schools" provided an opportunity for student personnel specialists to react in detail to working papers which were developed by the various project committees.

Book on Student Services

The major concepts which were developed through the project will be summarized into a much shorter publication than this final report. Hopefully, this document can be published in such a manner that it will be available at very little cost to student personnel specialists.

Appendix A

MODEL OF PREADMISSIONS ACTIVITIES
FOR
WORKING WITH HIGH SCHOOLS

This plan was developed and used by Mr. Don Wilson, Coordinator of Student Personnel Services, Swainsboro Area Vocational-Technical School, Swainsboro, Georgia.

GOALS FOR VISITS TO HIGH SCHOOLS

Make four planned visits per year to high schools within forty miles of Swainsboro Area Vocational-Technical School. Visit schools also upon request; possibly one to three other visits.

Prior to first visit. - Send a letter to each high school counselor who has former students attending vocational-technical school and wish him a successful school year.

During first visit. - (1) Congratulate counselor on the fine job he is doing in the school. (2) Leave with him brochures, application forms, and catalogs. (3) Attempt to establish a day or days to return to talk with students. (4) Stress the idea that the vocational-technical school student personnel specialist is anxious to be of service as a resource person whenever needed.

During second visit. - (1) Visit the principal and the counselor. (2) Establish definite dates to return to talk with students. (Visits one and two may be combined in some instances.)

During third visit. - Talk with groups of students or with individuals. Spend as much time as needed, and as much as counselor and principal want.

During fourth visit. - Talk with counselor during the early summer to identify recent graduates who are potential students for the area vocational-technical school.

Make one planned visit per year to selected high schools farther than forty miles from Swainsboro Area Vocational-Technical School. Visit these schools upon request perhaps one other time.

Prior to first visit. - Send each counselor a letter which informs him of the former students who are attending and wishes him a successful school year.

During planned visit. - (Same as first visit above)

During second visit if requested. - Talk with groups of students or with individuals.

MODEL OF ACTIVITIES FOR ONE YEAR

Last two weeks of September. - (1) Make first and second visits to high schools within forty miles. (2) Make planned visit to other high schools.

October. - (1) Finish first and second visits. (2) Begin third visits.

November and December. - Finish third visits.

January through May. - Visit upon request.

June. - Make visit four.

July and August. - Make individual contacts based upon list of potential students obtained during fourth visit.

Appendix B

CALENDAR OF SUGGESTED PREADMISSIONS INFORMATION SERVICE ACTIVITIES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS

AUGUST

1. Participate in pre-planning activities of public high schools, if invited.
2. Plan orientation programs for new students to be conducted before classes begin for returning students.
3. Plan and conduct "Open Houses" for the general public.
4. Make contacts with newspaper editors, reporters, and radio-television station managers regarding September registration announcements.
5. Utilize the "back to school" issue of local newspapers.
6. Conduct personal visits to prospective students and parents, as necessary.
7. Send bulletins and brochures to potential students.
8. Prepare newspaper articles on the number of applications received.

SEPTEMBER

1. Prepare materials to be presented to high school counselors during an October visit:
    a. Follow-up information on area vocational-technical school graduates, as available;
    b. GATB testing schedule for the year and explanation of how a potential student may take this test.
2. Notify high school counselors of desire to be invited to attend their "college night" programs.
3. Set up visitation schedule with high school counselors during October and November.

4. Release articles to students' hometown newspaper regarding their attendance at your school.

5. Work with area vocational-technical school student groups such as the student council.

6. Report to the public, via mass media, the courses being offered by the school, the number enrolled, etc.

7. Conduct orientation programs for new students.

8. Release newspaper articles on evening classes.

OCTOBER

1. Participate in "college night" and "career day" activities.

2. Prepare quarterly newsletter for surrounding high school counselors.

3. Attend professional GASC meeting (District G.E.A.).

4. Release newspaper articles on your follow-up survey of former students.

5. Plan and conduct short visits to surrounding high schools for the purpose of arranging a time to talk to students and a time for high school students to tour your area school.

NOVEMBER

1. Visit industry personnel directors.

2. Continue college and career program activities.

3. Plan visits to high schools in the area to discuss with juniors and seniors your area vocational-technical school program. Make arrangements to talk with students in grades 8-12 at the time of the visit.

4. Release newspaper articles on the performance of former students.

5. Attend the professional meeting of Georgia Association of School Counselors.

6. Arrange for surrounding high school students to visit and tour your school.

DECEMBER

1. Release announcement to news media on courses accepting new students at the beginning of the second trimester.

2. Review and develop informational material such as your school catalog.

3. Release a newspaper article on the GATB testing schedule and admission requirements for September (such articles should point out the need for students to apply early.)

4. Develop posters on follow-up results.

5. Continue visiting high schools and talking to students in grades 8-12 regarding your area vocational-technical school.

6. Continue to organize tours for students.

7. Mail a letter and school brochure to all high school seniors in the area served by the school.

8. Mail letter to parents of high school seniors.

FEBRUARY

1. Continue to visit high schools and discuss with counselors and students the opportunities available in your area vocational-technical school.

2. Prepare quarterly newsletter for school counselors in your area.
3. Continue GATB testing.
4. Attend in-service counselor's meeting (GASC).
5. Release newspaper article on the number of job requests received.
6. Organize tours of your school for high school students.

MARCH

1. Release announcement to news media on courses accepting new students at the beginning of third trimester; mention admission procedure.
2. Visit junior high schools.
3. Schedule high school senior tours of your school.
4. Continue GATB testing.
5. Plan an "Open House" for the general public in April.

APRIL

1. Prepare quarterly newsletter for school counselors in your area.
2. Develop and send out contact letters to students who have been accepted for next year. (Such letters should include information that maintains their interest in the area school.)
3. Visit high school seniors.
4. Send letters to high school about to graduate.
5. Continue GATB testing.
6. Arrange for radio and television tapes to be played on local stations.

7. Organize tours of your school for high school students.
8. Participate in spring college and career day program.
9. Conduct an "Open House" for the general public.

MAY

1. Organize tours of your school for high school students.
2. Continue GATB testing.
3. Schedule time to visit briefly with high school counselors (these visits may be very timely in spite of usual rush of activities at the end of school).
4. Notify surrounding high school counselors of their students which have been accepted for enrollment.

JUNE

1. Work with staff committee on graduation activities.
2. Continue GATB testing.
3. Release information on graduation.
4. Attend Georgia Vocational Association meeting.
5. Visit prospective students and their parents.
6. Arrange for radio and television tapes to be played on local stations.
7. Conduct mailings to surrounding high school seniors.

JULY

1. Continue personal visits with students and parents.

2. Send final instructions and procedures for registration to students who have been accepted for the next quarter.

Appendix C

SAMPLE NEWS RELEASES

SAMPLE RELEASE FOR NEW CURRICULUM

NAME
ADDRESS
PHONE NUMBER
TITLE (Not Headline)
RELEASE DATE (DATE OF WRITING)

A new course in Instrumentation Technology will be offered at the Savannah Area Vocational-Technical School beginning in September. This course, offered to high school graduates, is designed to prepare students for employment as technicians in the field of instrumentation technology.

The field of instrumentation technology involves the use, design, and maintenance of measuring devices used in industry. Persons interested in preparing for this field may obtain applications at the school director's office.

The two-year course will be offered in the daytime for six hours per day, five days per week. At night the course will be offered two or three times per week, lasting for four years.

No tuition is required of state residents. There is a ten dollar trimester supply fee, and students are required to purchase their own books and supplies.

Prerequisites for entering the instrumentation technology course include a high school diploma or a state equivalency certificate and sufficient background in math and science. The course involves formal classroom and laboratory work.

Further information may be obtained from the Director of Student Personnel Services at Savannah Area Vocational-Technical School.

SAMPLE RELEASE FOR NEW STAFF MEMBER

NAME
ADDRESS
PHONE NUMBER
ORGANIZATION
TITLE (Not Heading)
RELEASE DATE (DATE OF WRITING)

______________________________ has recently joined the staff of
(Name of new staff member. Do not include "Mr.")

_______________. ___________ was previously employed as a
(Name of school) (Name)

_______________ at _______________. In his new position at the
(Position) (Company)

_______________, he will teach _______________. His former
(Name of school) (Name of course)

experience and training in this field provides him with excellent background.

He is married and has ______ children. The __________ family
(No.) (last name)

has recently moved to _______________.
(Name of town)

NOTE: A feature article on the new staff member, pinpointing his skills, his accomplishments, his educational and vocational achievements, his feelings, his hobbies, his reading interests, his travel experience, his family, his pets, etc., would be an asset to the school.

SAMPLE RELEASE FOR GRADUATION

NAME
ADDRESS
ORGANIZATION
TITLE (Not Heading)
RELEASE DATE (DATE OF WRITING)

____________________ students, representing ______ different
(Number written out) (No.)

occupational areas will be graduated from _______________ on
(Name of school)

____________. The ceremony will be held at _________________
(Date) (Location)

at __________.
(Hour)

According to the school Director ______________, there are ________
(Name) (No.)

men and women receiving school certificates and records of training. "We are extremely proud of this class," he said. "They have made an outstanding record at our school."

The largest number of graduates, _______, have completed their
(No.)

training in ____________, and the second largest number, _______,
(Course) (No.)

in __________.
(Course)

MORE

Add 1

Title

______________________ will present the certificates. He will be
(Name and position)

assisted by ______________________ and ____________________.
(Name and position) (Name and position)

Invocation will be given by __________. (Include here other program participants and activities.)

Members of the graduating class and the courses they studied are as follows:

Electronics Technology, (Names of students, hometown, etc.)
Etc.

SAMPLE RELEASE ON REGISTRATION

NAME
ADDRESS
PHONE NUMBER
ORGANIZATION
TITLE (Not Heading)
RELEASE DATE (DATE OF WRITING)

Day students register for classes at ____________________ at the
(Day, time, etc.)

__________ . These students will begin one or two-year programs
(School)

leading to careers in business, industry, and health fields.

The ____________ expects capacity enrollments in the following
(School)

curricula: (List curricula). Applications can still be considered for (list curricula).

Students begin registration at ______________________. In order to
(Office, Date, Time)

to register, a person must have made application in advance through the office of the Director of Student Personnel Services.

The ___________ is located at _____________. It is a public tax
(School) (Address)

supported institution operated under the supervision of the __________ Public Schools. Most of the day students who register are high school graduates who will attend thirty hours a week. They are preparing for employment in occupations for which there is a great demand in the _______________ area.

SAMPLE RELEASE FOR LOCAL PAPERS ON GRADUATING STUDENTS

NAME
ADDRESS
PHONE NUMBER
ORGANIZATION
TITLE (Not Heading)
RELEASE DATE (DATE OF WRITING)

The ____________________ has released the names of those students
(Name of school)

who will be graduated in ___________.
(Month)

__________________, ___________________ of ___________ of
(Name of student) (Son or daughter) (Parents)

___________ is a candidate for graduation in the program of
(Address)

__________________. ___________________, a graduate of
(Name of course) (Student's name)

______________, served on ________________ while pursuing her
(High school) (Activities)

studies at ________________.
(Area School)

Upon graduation, she plans to accept employment as _____________
(Position)

at ____________________.
(Employer's name)

SAMPLE RELEASE FOR LOCAL PAPER ON ACCEPTED APPLICANT

NAME
ADDRESS
PHONE NUMBER
ORGANIZATION
TITLE (Not Heading)
RELEASE DATE (DATE OF WRITING)

____________________ of ________________ has enrolled in the
(Name of student) (Hometown)

______________________ at the __________________ Vocational-
(Name of the course) (Name of school)

Technical School.

This ______ month course provides specialized classrooms and
(No.)

laboratory training which will enable him to enter this occupational field upon graduation.

____________________ is the __________ of _______________,
(Name of student) (Relation) (Parents' names)

___________ . He is a _____________ graduate of _____________.
(Address) (Date) (High School)

SAMPLE RELEASE FOR OPEN HOUSE

NAME
ADDRESS
PHONE NUMBER
TITLE
RELEASE DATE (DATE OF WRITING)

The ____________________ will hold Open House for teacher from
(Name of school)

_________________ on ________________, according to school Director
(Their school) (Day of week)

___________.
(Name)

Faculty members of the area school will conduct a tour of the school for the teachers. They will be shown the classes, the laboratories, the shops, and will be given demonstrations of such modern equipment as business computers, an optical comparator, duplicating equipment, and an electric control and distribution panel. Each instructor will explain to the teachers requirements for his course, job opportunities available to graduates of his course, and salaries being offered these students. He will explain to the teachers the relationship of their subjects to the course he teaches.

The purpose of the tour is to acquaint the teacher with opportunities available to students in the area vocational-technical school. Vocational education specialists in Georgia regard high school teachers as a necessary part of a successful vocational education program. By providing interesting and accurate information to the students, the teacher can assist him in making wise post-high school decisions.

The staff at ___________________ hopes that this Open House and others
(Name of school)

MORE

like it will serve to clear up misconceptions the public has about vocational education. Changing economic structures in our country have placed vocational-technical education squarely and necessarily within the educational framework. Vocational education is no longer the "country cousin" of education, but a very worthwhile and a very necessary institution.

Appendix D

SCRIPT AND MATERIALS FOR USE OF COUNSELOR IN INTERPRETATION OF GATB SCORES

These procedures are based upon ideas developed by the following persons:

Dr. Jonell Folds, formerly Director, Counseling Center, Augusta College, Augusta, Georgia

Dr. George Gazda, Associate Professor of Education, College of Education, University of Georgia, Athens, Georgia

Mr. Barnard Holt, Coordinator of Student Personnel Services, Marietta Area Vocational-Technical School, Marietta, Georgia

Mr. James Spradlin, Coordinator of Student Personnel Services, South Georgia Technical-Vocational School, Americus, Georgia

THE G. A. T. B. (GENERAL APTITUDE TEST BATTERY)

Your General Aptitude Test Battery (G. A. T. B.), when properly interpreted, can help you make wise career choices. The G. A. T. B. is not meant to make your decision for you, but this interpretation is designed to provide you with the basic information obtained from the G. A. T. B. and to offer suggestions which should prove helpful in making your educational and vocational plans.

When you applied for admission to the area vocational-technical school, the G. A. T. B. was administered for the primary purpose of determining the probability of your success in the particular course of study you chose. However, this test can also help you understand your own abilities and the requirements for success in the several occupational fields in which you may secure training.

The G. A. T. B. is really a group of tests which measure your ability to perform nine kinds of tasks. The tests present situations similar to those encountered in many occupations and call for the skills that such work would require.

UNDERSTANDING YOUR SCORES

Before we talk about your scores, I would like for you to recall what the test items were like. Perhaps you would like to look at a few sample questions. (Hand out mimeographed sample items.) (Explain how scores are derived from individual tests.)

Do you recall what the test was like? How did you feel about the test when you took it? If there is any reason (such as becoming ill during the test) that makes you question the validity--that is, the accuracy--of the score you obtained, you should discuss this with your counselor.

What is the difference between aptitude and ability? (Encourage the student to express himself on these questions.) (Define aptitude patterns.) Could a person with a low aptitude pattern for electronics make higher grades than a person with high aptitude pattern for electronics? Could a person with a very low aptitude pattern (define) for a course offered at this school learn enough to be employed in the area? Some students achieve lower than their measured aptitude indicates they can achieve. Some students make better grades than their ability tests indicate they might make. This does point up the fact that grades do not necessarily measure ability accurately.

Now, let's look at a test interpretation form. (Pass out forms.) A separate scale is used for each of the nine aptitudes measured by the G. A. T. B. You will notice that the lines are divided into five main parts, and 19 bands.

The middle part is longer than the other divisions since this range represents the scores of about two-thirds of those who have taken the test. Most people score near the middle (average) on each measure. However, your aptitude may not be the same for each of these measures--for example, you may have more verbal ability than you have ability to see details in clerical work (Clerical Perception). (Pass out list of definitions).

The definitions which you have been given describe the nine aptitudes measured by the G. A. T. B:

G. General Learning Ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school.

V. Verbal Aptitude. The ability to understand the meaning of words and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs.

N. Numerical Aptitude. The ability to perform arithmetic operations quickly and accurately.

S. Spatial Aptitude. The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P. Form Perception. The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures or widths and lengths of lines.

Q. Clerical Perception. The ability to rapidly and accurately coordinate eyes, hands, and fingers in making precise movements with speed. Ability to make movements accurately and swiftly.

F. Finger Dexterity. The ability to move the fingers and to rapidly and accurately manipulate small objects with the fingers.

M. Manual Dexterity. The ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Before we tell you how you did on the test, we would like for you to estimate your abilities yourself.

First, look at the test interpretation form and find the first scale (General Learning Ability). Read the definition of General Learning Ability on the sheet of definitions.

Second, think about your ability to perform this task. (To learn new material.)

Third, decide how you compare with other adults on this measure.

Fourth, take the Test Interpretation Form and estimate how well you think you compare with others by making an "x" on one of the 19 bands on the line for general learning ability at the place you think you scored. For instance, if you feel you learn as easily as most people place your x somewhere on the middle part of the line; if it seems more difficult for you to learn than most people, place your x toward the left of the line. If you learn easier than most people, place your x toward the right of the line.

Finally, repeat steps 1 through 4 for each of the other eight measures on page 4. (Wait until all have finished.)

Now, I will give you a Test Interpretation Form with your name on it and with your scores indicated. These are the scores that you actually made on the test. We have marked the range (of three bands) of your score for each test--the scores are reported in this way to indicate our limit of confidence in them. If, for example, you took this test ten times, you might make ten different scores. We can say with considerable certainty, however, that your score would always fall within the range which is shown.

Now, compare your estimated scores with your reported scores. This will be easy if you will place your estimated x from your Test Interpretation Form on the sheet which contains the range in which your scores actually fell.

If your estimated x does not fall on your obtained range, you may want to read the difinition again and try to determine the reason for the difference. If the difference is great, you may want to talk this over with a counselor. (Pass out admission requirements sheets.)

You are now looking at the admission requirements for this school and for other schools in the state. The first page contains the lowest scores on three or more tests which must be obtained to qualify for admission into the courses offered at this vocational-technical school. The second page contains the scores required at other vocational-technical schools.

Follow the directions at the top of the page of admissions requirements to find out for which courses you are qualified to enroll.

(Circulate among group and assist them.)

In the event that you are not interested in any of the curriculum areas for which you are qualified you will want to talk with me further individually. If your score is one band below that required for the courses in which you are most interested, there is a chance that you may be admitted after talking with the counselor. An occupation may require many skills, but some have been identified as especially important for each of the training programs offered.

Since the bands reported for each occupational group represent minimal scores for that occupation, it may be wise to consider those areas which indicate the highest probability of success.

If the information presented in this interpretation is not clear, or if you need additional information in making your decision, a counselor is available to discuss the test with you. Simply contact the office of the counselor at the particular vocational-technical school you wish to attend, and make an appointment. For those of you who wish to speak to a counselor after this session, I will be available.

Before I answer your questions and before I find out who wants to see me individually, I would like to get you to let me know what you think about these test interpretation procedures by completing an evaluation form. (Pass out forms.)

(End session with a question-and-answer period. Then make individual appointments.)

TEST INTERPRETATION FORM

Name ____________________ Date ____________________

	Much more difficult		Somewhat more difficult			I learn as easily as most									Somewhat easier			Much more easily	
General learning ability	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I understand and use words as easily as most													
Verbal ability	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I understand and perform math as easily as most													
Numerical ability	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I perceive form and shape as easily as most													
Spatial ability	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I see errors in writing and tables as easily as most													
Form perception	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I see errors in writing and tables as easily as most													
Clerical perception	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I can perform eye-hand movement as easily as most													
Motor coordination	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I can handle small objects as easily as most													
Finger dexterity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
						I perform placing and turning motions with my hands as easily as most													
Manual dexterity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

REQUIREMENTS FOR ADMISSION

Use the information in this chart to compare your performance with the performance of successful workers in the various occupational areas. Put one check (x) on the left of the list by all of the occupations for which all of your highest test band scores are as high or higher than those required for admission into the course of study.

After marking those for which you qualify, select the ones of those which you feel would interest you as a possible career choice. Put a second check (x) by them.

	The following courses are offered at Marietta Cobb Vocational-Technical School.	General Learning Ability	Verbal Aptitude	Numerical Aptitude	Spatial Aptitude	Form Perception	Clerical Perception	Motor Coordination	Finger Dexterity	Manual Dexterity
Check here	For each area, place your highest test band score here									
	Scores obtained by successful workers in:									
	Air Conditioning & Heating									
	Automobile Mechanics									
	Clerk-Typist									
	Cosmotology									
	Data Processing Technology									
	Drafting & Design Technology									
	Electrical Technology									
	Electronic Technology									
	Junior Accounting									
	Machine Shop									
	Mechanical Technology									
	Medical Office Assistanct									
	Office Machine Repair									
	Practical Nursing									
	Radio & TV Repair									
	Secretarial Science									
	Welding									

REQUIREMENTS FOR ADMISSION TO COURSES OFFERED AT OTHER AREA VOCATIONAL-TECHNICAL SCHOOLS IN GEORGIA

Check here		Gen. Learning Ability	Verbal Aptitude	Numerical Aptitude	Spatial Aptitude	Form Perception	Clerical Perception	Motor Coordination	Finger Dexterity	Manual Dexterity
	Scores obtained by successful workers in:									
	Aviation Mechanics									
	Automobile Body Repair									
	Babering									
	Brick, Tile, & Stone Masonry									
	Carpentry & Cabinetmaking									
	Chemical Technology									
	Civil Technology									
	Commercial Art									
	Dental Assistant									
	Dental Technician									
	Diesel Mechanics									
	Electronical App. Servicing									
	Electronical Construction & Main.									
	Electronical Drafting									
	Fabric Maintenance									
	Housewiring									
	IBM Punch Card Accounting									
	Industrial Electricity									
	Industrial Sewing									
	Instrumentation Technology									
	Mechanical Drafing									
	Medical Laboratory Assistant									
	Offset Printing									
	Photography									
	Printing									
	Research Laboratory Assistant									
	Shoe Repair									
	Small Gasoline Engine Repair									
	Textile									
	Upholstery									
	Watch Repair									

EVALUATION OF TEST INTERPRETATION

Name ______________________________

Address ____

Education Completed ______________________________

School Attended ____________________________________

Applying for: Day School ___________________________

Night School ___________________________

Course of Study: First Choice ______________________

Second Choice ______________________

Date ______________

Check ( ) the appropriate responses and feel free to comment.

1. Had you ever taken any other standardized tests--any except the GATB?
   Yes ______
   No ______

2. Have you ever had your test scores interpreted before?
   Yes ______
   No ______

3. Did you feel the interpretations were:

   ________a. Clear and easy to understand

   ________b. Not very clear

   ________c. Too difficult to even attempt to understand

   ________d. Unfair and unclear

4. What effect does learning these test scores have on your educational and vocational plans:

_________(1) No effect whatever.

_________(2) The test data supports my plans; thus I feel more self-confident.

_________(3) The test data makes me question the wisdom of my choice.

_________(4) Because of the test date I will change my plans.

_________(5) Uncertain--I'm not sure how it will affect my plans until I talk with the counselor.

5. Turn to the back of this sheet and write a few sentences concerning how you feel about these interpretations and/or suggestions for improvement.

Appendix E

SAMPLE FORM LETTERS FOR ADMISSIONS PROGRAMS

TWO SAMPLES OF INITIAL CONTACT LETTER

I

Thank you for your request for information about our school. Enclosed you will find an application blank, a page of general information, and a leaflet which we believe will give you the information you requested.

To insure prompt admittance to our school, please complete the following:

1. Main an application form to: ______________________________
2. Request that your high school mail transcript of your grades to the above address. Or, if you have a high school equivalency certificate, ______________________________

As soon as your application and transcript have been received, you will be notified of the time and place of the entrance test.

Registration for our next session will be held ________________. Our registration date for Mechanical, Electrical or Electronic Technology is ______________. In certain courses it would be possible to enter at an earlier date. This would require a personal interview with the instructor to show evidence of previous study or of ability and experience. You are invited to come for an interview at any time during school hours, Monday through Friday, 8:30 a.m. to 3:30 p.m.

II

Thank you for requesting information about this school. We are happy that you are considering additional training to improve your ability to gain and hold useful employment. It is now essential that an individual acquire basic skills and technical knowhow if he or she is to successfully compete with others for jobs that offer security and opportunities for promotions.

The information you requested is enclosed. I would suggest that you read it carefully, then complete and mail the application form to us at your earliest convenience. Also, please request your high school to mail us a transcript of your grades. Or, if you have a high school equivalency certificate, ____.

Upon receiving your application, we will inform you of the scheduled dates for completing requirements for admission to the school

If I can be of further assistance to you in this matter, please call on me.

THREE SAMPLES OF LETTER ACKNOWLEDGING RECEIPT OF APPLICATIONS

I

According to our records, you have submitted an application for admission to enter South Georgia Technical and Vocational School in ____________.

The State Department of Education now requires our school officials to give aptitude tests to all prospective students. Final acceptance to the school will be official when the applicant completes these tests.

We have scheduled ______________, ______________ as the day for prospective students to appear at the school for the purpose of the above testing. You must arrive by 8:00 a.m. on ___________ to begin your test on time. If you arrive late, it will be impossible to give you the test on the scheduled day.

If this is a conflicting date, you may take the test on _________, ___________ with another group. If you decide to follow this plan, you should notify us by card.

You will be given the U. S. Department of Labor G.A.T.B. test. It will not be necessary for you to take the test on the above date, if an official of the Employment Service has given you the test. However, it will be your responsibility to have the Employment Service official send the results of your test to the Employment Office, Americus, Georgia.

Before entrance into school, a copy of your high school transcript must be sent to the school. If this has already been done, you may disregard this information.

Looking forward to your visit on the above date,

II

Thank you for your application for admission in our school. The aptitude test for the course you are applying for will be held at the Albany Area Vocational-Technical School in ____________ on ____________.

Enclosed is a postal card for you to please indicate whether you can be present on the appointed test date. Your prompt reply will aid us in reserving the date for you or giving it to another who would like to be tested on that day.

III

We have just received your application and are happy that you have decided to gain additional training through the program of studies offered here.

A pre-entrance test is required for admission to the school. This test is useful in counseling with you and assisting you in determining the nature of any possible difficulties you may encounter in your training. This test will be given here at Upson County Area Vocational-Technical School. The date and hour of the test is listed below.

It is important that you be here to take this test in order that the processing of your admission to the school can be accomplished as soon as possible. If, for any reason, you cannot be here on this date, please notify me so that I may inform you of the next schedule testing date.

We are looking forward to having you with us.

Date of test ____________________
time ____________________

LETTER TO DELINQUENT APPLICANT

In looking through your folder, it was learned that the items checked below are need to complete your admissions processing:

1. ( ) Completed Application

2. ( ) High School Transcript
3. ( ) Entrance Tests
4. ( ) Interview
5. ( ) Medical Report
6. ( ) Recent pocket-sized photo

Items 1, 2, 3, and 4 must be completed and found to be satisfactory before an official letter of acceptance to this school can be mailed to you. (An exception may be permitted regarding item 4 if good reason is given as to why you cannot comply with this requirement.)

Items 5 and 6 may be omitted until a letter of acceptance is received by you, but these items must be in this office and the medical report found to be satisfactory before you actually enroll in this school.

If items 3 or 4 has been checked, please note the date and hour listed below that is scheduled for you. If this conflicts with your school or work schedule, please contact me so that a suitable day may be arranged.

We are aware that our applicants are anxious to get the requirements for admission completed and receive notification of acceptance as soon as possible. Therefore, this letter is being mailed to you with the hope that it may be of help to you in this regard.

If I can be of assistance to you in completing your entrance requirements, please call on me.

Interview date ________________ Hour _______
Entrance test date______________ Hour _______

TWO SAMPLES OF FOLLOW-UP LETTER TO THOSE WHO DID NOT REPORT FOR ENTRANCE TEST

I

In checking the roster of those persons scheduled to take the entrance tests, I was sorry to note that you were not here. Since it is possible that something may have happened that prevented your being here at the scheduled time, I am reserving the date listed below in order that you may meet this admission requirement without further delay.

If you plan to be here on the new date scheduled for you, please notify me within ten (10)days from the date of this letter so that I may keep your name on the roster. A stamped, preaddressed envelope is enclosed for your convenience.

If you cannot be here or have changed your mind about attending this school, please use the envelope to inform us of your intentions.

If I can be of help to you in any way in this matter, please call on me.

Date of test __________
time __________

II

TO: All Applicants Applying for Admission to the South Georgia Technical and Vocational School for September, 1966

FROM: Harold E. Moore, Dean of Students

According to our records, you have completed the first step toward admission to South Georgia Technical and Vocational School. This, of course, is filing an application for admission. Since filing your application, we have notified you about taking the school admission test on a specified date at our school. Our records show that you failed to appear for your admission test. Due to the tremendous number of people now wanting to get in school, will you please be kind enough to check the proper block below and return this letter in the enclosed pre-addressed envelope as soon as possible. Thank you for your co-operation.

☐ I still wish to be considered for acceptance at South Georgia Technical and Vocational School. Please schedule me for another test.

☐ I have taken the G.A.T.B. admission test in another area. I realize that it is my responsibility to have my scores mailed to the school.

☐ I have changed plans and do not wish to be considered for acceptance at South Georgia Technical and Vocational School.

☐ I have changed plans and will attend ____________ vocational-technical school.

☐ I have changed plans and do not wish to be considered for acceptance because of other reasons than those covered above. These reasons are:

____

____

____

____

FOUR SAMPLES OF FINAL LETTER REGARDING ACCEPTANCE

I

Your application for admission to the area vocational-technical school has been received and processed.

You have been accepted for study in the ______________ course which begins ____________.

Please bring this letter with you when you report for registration. Also, please bring the following fees for the first quarter:

Equipment Deposit	$10.00
Registration	5.00
Supply Fee (1st quarter)	15.00
TOTAL	$30.00

Please make all checks payable to: Area Vocational-Technical School.

We are looking forward to having you with us for the coming year.

II

We are happy to inform you that you have been accepted to Upson County Area Vocational-Technical School. According to our records, you wish to enter this school at the beginning of the quarter listed below.

It is our sincere desire that your educational experiences here will be enjoyable and rewarding. We urge you to enter with the determination to apply yourself to the best of your ability and to be in attendance every day possible.

If we can be of service to you in any way possible before your entrance into this school, please call on us.

Trimester________________
Registration Date __________
Time ____________________

III

We are pleased to advise that your have successfully met the requirements for your course as shown by the General Aptitude Test Battery. We are looking forward to having you join our ___________class on ______________.

In order to complete your registration, you will need to complete the following:

1. ____
2. ____
3. ____

Keep this letter as your official letter of acceptance. You will receive further notice from us concerning your registration instructions and dates.

We would appreciate a post card advising us if you change your plans and will not be able to attend our school. This will enable us to give your place to others on our waiting list. If you wish to contact us for other information regarding your acceptance, please feel free to call upon us.

We will be looking forward to having you with us this year.

IV

This is your official acceptance letter for admission to the Valdosta Area Vocational-Technical School. Please keep this letter in a safe place, since you may wish to refer to it from time to time between now and your registration date.

You have successfully completed the requirements for and are eligible to enter the course of study, ______________________.

Current occupational trends indicate that more young men and women in our country need to prepare themselves for careers in the field that you have chosen.

This will be our last correspondence with you until about ____________. At that time, we will mail you information regarding registration and the beginning of the school year. If, for some reason your plans change and you are unable to attend our school, please notify us. It is necessary for our planning that we have that information.

If you wish to contact us for any information regarding your acceptance or our course of study, or to tell us of another person who would be interested in this school, please do so.

Hope you will continue to have a good year; we will be looking forward to having you with us.

THREE SAMPLES OF FINAL LETTER REGARDING REGISTRATION

I

Registration for our new quarter will be held ______________. Please report to the Albany Area Vocational-Technical School between the hours of 9:00 a.m. and 4:00 p.m.when registering for day classes or 6:30 p.m. to 10:00 p.m. when registering for night classes.

Our staff and students will be looking forward to working with you.

II

We are happy to inform you that you have been accepted for admission to the North Georgia Technical and Vocational School in the class for ______________ beginning ______________. You are expected to report for registration and entrance into class on this date. Registration hours are from 8:30 a.m. to 3:00 p.m. on the above data.

If you accept our offer of admission, you must notify us to that effect within two weeks after the date of notice.

The enclosure should give you all the information need concerning your entrance. Should you have questions, do not hesitate to let us know.

It will be a pleasure to have you with us. Please remember to send in the results of your tuberculin skin test before entering school.

III

We are pleased to advise that you have successfully met the requirements for your course as shown by the General Aptitude Test Battery. We are looking forward to having you join our _________ class on ____________.

In order to complete your registration, you will need to complete the following:

1. ____
2. ____

3. ____

Keep this letter as your official letter of acceptance. You will receive further notice from us concerning your registration instructions and dates.

We would appreciate a post card advising us if you change your plans and will not be able to attend our school. This will enable us to give your place to others on our waiting list. If you wish to contact us for other information regarding your acceptance, please feel free to call upon us.

We will be looking forward to having you with us this year.

Appendix F

PROCESSING ROUTING SLIP

Name ______________________________ Date ____________

Curriculum ______________________________________

Dorm ______________________________ Room ____________

Entered School ______________
Entered Dorm ______________
Withdrew School ______________
Withdrew Dorm ______________

Incoming Clearances	Outgoing Clearances
1. Instructor ____________	1. Dorm Advisor ____________
2. Dorm Advisor ____________	2. Instructor ____________
Etc.	Etc.

Notes: Above form used at South Georgia Technical & Vocational School.
Separate form used incoming and outgoing.
Final step is business office incoming.
Remarks section should be included.
Tool deposit may insure that students formally check out.

A. Student should have daily schedule sheet.

B. School may desire to have registration several days before classes begin.

C. One person only should collect fees.

D. One person only should operate cash registers for book sales, etc.

E. Second trimester can be handled in same way or may be only a matter of paying fees.

F. Provisions should be made for late registration according to same standards.

Registration Procedures. (To students)

1. Registration Procedure Sheet
2. Registration Card (Processing routing sheet)
3. Information Card
4. Class schedule
5. Orientation program schedule
6. Locator Card (I. D. Card if necessary)

Appendix G

INSTRUCTORS' UNIT ON CAREER DEVELOPMENT

FOR

AREA VOCATIONAL-TECHNICAL SCHOOL STUDENTS

This unit was prepared by Dr. William Hitchcock, Chairman, Counselor Education Program, Georgia Southern College, Statesboro, Georgia.

INTRODUCTION

The average man on the street is aware of what is happening in the world of work today. Professional people like you who are concerned with the welfare of youth and adults in the work world are more intelligently and specifically informed as to the present happenings, plus the influences these events will have on their future job satisfaction and stability.

Conservative estimates are available which indicate that the worker in the labor market will have five or six jobs during his working life. Career maturity, then, does not terminate with the acceptance of initial employment on the part of the individual worker.

It may be important for us to look briefly at some of the theories of occupational choice in order to give a more adequate perspective in this problem of career development. A number of the major theories follow:

Ginzberg's theory contains four elements. (1) Occupational choice is a developmental process which typically takes place over a period of ten years. (2) The process is irreversible: experience cannot be undone, for it results in investments of time, of money, and of ego. (3) The process of occupational choice ends in a compromise between interests, capacities, values, and opportunities. (4) Ginzberg's final theoretical formulation is that there are three periods of occupational choice: the period of fantasy choice, the period of tentative choice (age 11-17), and the period of realistic choice (Peters and Hansen, 1966, pp. 95-101).

Super's theory of occupational choice can be stated in ten propositions (Peters and Hansen, 1966, pp. 107-108):

1. People differ in their abilities, interests, and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situation in which people live and work and have their self concepts, change with time and experience, making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.

6. The nature of the career pattern is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.

8. The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, mental and endocrine make-up, opportunity to play various roles, and evaluation of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

Roe takes a different perspective and suggests some hypotheses about the relationships between early experience and some factors which affect the ultimate vocational selection of the individual. These hypotheses are (Peters and Hansen, 1966, pp. 111-113):

1. The hereditary bases for intelligence, special abilities, interests, attitudes and other personality variables seem usually to be nonspecific.

2. The pattern of development of special abilities is primarily determined by the directions in which psychic energy comes to be expended involuntary.

3. These directions are determined in the first place by the patterning of early satisfactions and frustrations.

4. The eventual pattern of psychic energies, in terms of attention directedness, is the major determinant of the field or fields to which the person will apply himself.

5. The intensity of these (primarily) unconscious needs, as well as their organization, is the major determinant of the degree of motivation as expressed in accomplishment.

6. Needs satisfied routinely as they appear do not develop into unconscious motivators.

7. Needs for which even minimum satisfaction is rarely achieved will, if higher order, become in effect expunged, or will, if lower order, prevent the appearance of higher order needs, and will become dominant and restricting motivators.

8. Needs, the satisfaction of which is delayed but eventually accomplished, will become unconscious motivators, depending largely upon the degree of satisfaction felt. This will depend, among other things, upon the strength of the basic need in the given individual, the length of time elapsing between arousal and satisfaction and the values ascribed to the satisfaction of this need in the immediate environment.

Tiedeman's theory (Peters and Hansen, 1966, pp. 120-125) of vocational choice is viewed from the standpoint of the decisions a person makes as he matures. He thinks of these decisions as occurring in two definite periods--the period of anticipation and the period of implementation and adjustment.

In the period of anticipation, four stages are evident. During exploration, the first stage, activities are somewhat random and probably very acquisitive. As patterns begin to emerge in the form of alternatives and their consequences, the second stage, crystallization, emerges. As crystallizations stabilize, choice or decision becomes imminent, the third stage. The fourth stage, specification, occurs when the person has the opportunity to reflect on, elaborate, and perfect the choice that was made.

In the period of implementation and adjustment, three stages are evident. As experience begins, induction, the first stage, occurs. The individual field organized by the person's goal comes into operating interaction with society's related but not identical goal and field. The second stage, transition, emerges when the person ascertains that he is accepted; he "arrives," so to speak. As the need for assertiveness subsides, the third stage, maintenance, ensues. Here, status quo reigns as possible. The individual is satisfied, at least temporarily.

Even though there are many additional theories of occupational choice having relevance to the topic under consideration, I will mention only one more today. Hoppocks (1957, pp. 74-75) theory relates specifically to the needs of the individual. He presents ten propositions. They are:

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one we believe will best meet the needs that most concern us.

3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.

4. Occupational choice begins when we first become aware that an occupation can help to meet our needs.

5. Occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our

needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want, and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs, and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today, or from a job which promises to meet them in the future.

10. Occupational choice is always subject to change when we believe that a change will better meet our needs.

A thorough understanding of these theories should better equip the personnel specialist to assess the thinking an individual has given to his occupational future. It is also felt that these understandings will help the vocational-technical school counselors to help the enrollee, who has made a seemingly final vocational choice, to determine the practicability of his choice.

Another eventuality points up the need for and reasons for an organized career development program in the world of work today. By the late 1960's and late 1970's there will be three million young workers entering the labor market annually. One of the fastest growing occupational groups will be in the technical field. An increase of great proportions is experted in the clerical field, among sales workers, and in the skilled craftmen's group. A slight increase is expected in the semi-skilled occupational group. No increases are projected in the un-skilled and farm laboring groups.

Of particular interest to us today is the mobility of workers in the work force. The Secretary of Labor estimates that thirty days from today a million and a half workers will be working for a different employer and that 400,000 workers will be working in different geographical areas from the ones they are working in presently.

It is thought that automation and/or technological change is primarily responsible for these changes in the work force opportunities and in the mobility of the employment force. It is felt, however, that automation and/or technological change is a prime generator of progress and change in our society. With these developments it is quite evident that career counseling in public and vocational-technical schools is becoming more and more important as we move in the latter half of this century.

What are some of the major problems that may result from automation which will affect you directly or indirectly?

1. Maintenance of full employment;
2. Training and re-training;
3. Motivational problems;
4. Placement and the research necessary for placement;
5. Development of new training programs;
6. Social and emotional problems;
7. Information and communications problem.

OUTLINE OF UNIT IN CAREER UNDERSTANDING AND DEVELOPMENT

In conducting a unit for the purpose of helping the student to better understand the occupation he is about to enter a number of items should be considered. The following outline is suggested but may be rearranged or adapted to fit the needs of those to be served:

1. What is the history or development of the occupation? How did it start?

2. Is the job important to society? How does it serve society?

3. What is the nature of the work?

4. Number employed in the field. Outlook for the future. Present supply and demand generally and geographically.

5. What qualities are needed--general and specific to enter and succeed in the job?

6. What preparation is required to initially enter and progress in the field? (cost--apprentice training, etc.)

7. What other occupations are closely related to this occupation? What additional training would be needed to enter these if the situation so warranted it?

8. How does one enter the field? (License, certificate, etc.)

9. What are the advancement possibilities?

10. What are the remunerations?

11. What are the major conditions of work in this job?

12. Where are the job opportunities?

13. What organizations are associated with the field of work in which one is required to affiliate? (Unions, etc.) Are there organizations associated with the field in which it would be desirable for one to affiliate?

14. What are the placement services offered in the vocational-technical school?

An example of such a unit follows:

DEVELOPMENT OF UNIT ON ELECTRONICS TECHNICIAN
D.O.T. 5-83, 444

Description of Title

The following definition has been adapted from the Dictionary of Occupational Titles: The electronics technician tests, repairs and adjusts electronics equipment, assists in electronics research, wires circuits from schematic (outline) diagrams, sets up testing equipment and constructs new electronics machines from blue prints and wiring diagrams.

Introduction

Electronics was originally defined as that branch of science and technology which relates to the conduction of electricity in gases or in a vacuum. However, today electronics is no longer limited to the physics of the electron tube, but includes the physics of devices which contain no tubes yet achieve similar results. One device that is replacing vacuum tubes is called a transistor; another is the crystal diode. The study of such devices is included in the field of solid state physics.

The fast-growing field of electronics provides a broad area of employment opportunities, involving a number of specific jobs that are not yet defined sufficiently to indicate job titles and code numbers.

For an idea of a wide variety of opportunities for trained personnel, check the following list which shows only a part of the whole picture. There are many more possibilities.

Commercial Electronics

Installation, sales and service of electronic business machines, dictation equipment, inter-communication and public address systems and maintenance technician.

Industrial Electronics

Electronics welders and timers, jobs in production and maintenance, installation and maintenance and field service technical representative.

Automation Electronics

Computer technician, automation systems designer, installation and maintenance of automation systems.

Communications

Telephone, telegraph, two-way radio maintenance technician, teletype system technician, installation and service, radio operator and dispatcher, microwave system maintenance operator.

Nuclear Instrumentation

Atomic electronics laboratory technician, maintenance and service of electronics instruments used in atomic research.

Electronics Instrumentation

Manufacture, installation, maintenance and adjustment of metering and measuring equipment, mechanical-to-electrical transducers, oscilloscopes, oscillographs, feedback amplifiers, field service for users of such devices and instruments.

Television and Radio Technician

TV cameraman, radio transmitter operator, technical director, remote control technician, installation, maintenance and operator technician are are just a few.

Research and Development

Designing, testing, maintenance and operation of electronics equipment.

Miscellaneous

Medical electronics technician, inspector, production foreman, electronics instructor, technical writer, and draftsman.

Self Employment

In addition to the above suggested list of opportunities, electronics technicians can go into business for themselves. An individual, for example, might operate a TV and radio store, a service and repair shop, or a recording studio.

It is obvious that the field for electronics technicians is broad, offers many opportunities and requires different levels of training and experience. This monograph is devoted chiefly to those electronics technician occupations which require a background of electronics theory, science and mathematics for jobs beyond the operation, maintenance and repair levels.

Job Requirements

Age

There appears to be no established minimum or maximum age required, although it is usually difficult for persons under 18 years of age or over 55 years of age to find employment.

Sex

Many electronics jobs are open to women as well as men. Women who qualify as specialists in electronics will find opportunity in research, development, manufacturing and sales.

Physical

This work requires agility, usually two good arms and hands, good finger dexterity, good eyesight including color perception, and good hearing. It is also important to have patience and the ability to use tools. Even though the work does not require unusual strength or vigor, good mental and physical health is essential.

Experience Required

It is a good idea for persons planning to become electronics technicians to get as much experience as possible through science laboratory, electrical wiring, building or repairing radios, and through summer jobs in radio and TV repair shops.

Training Required

Electronics is a scientific area of work. Persons successfully engaged in electronics occupations generally possess ability or aptitude along electrical or mechanical lines. More than work experience and aptitude are required for a person to qualify for an electronics job. A background in mathematics and physics as offered in high school is a good beginning. Additional knowledge of electronics and the fundamentals of electricity may be acquired by taking post-high school training in a good technical or vocational school. These schools usually offer two years of training and award a certificate upon completion of training.

The training in these schools is more intensive and more completely technical. The major emphasis is placed upon the development of an understanding and ability to use the practical principles of science, mathematics and technology as applied to modern design, producation, distribution and service. The aim is to prepare students for most of the basic positions in a particular field rather than one specific type of job. This enables the trainee to apply for a wide area of related jobs.

Schools that offer this more intensive training in Georgia are:

South Georgia Vocational-Technical School
North Georgia Vocational-Technical School
Albany Area Vocational-Technical School
Athens Area Vocational-Technical School
Atlanta Area Technical School
Augusta Area Vocational-Technical School
Columbus Area Vocational-Technical School
Coosa Valley Area Vocational-Technical School
DeKalb Area Vocational-Technical School
Griffin-Spalding Area Vocational-Technical School
Lanier Area Vocational-Technical School
Macon Area Vocational-Technical School
Marietta-Cobb Area Vocational-Technical School
Moultrie Area Vocational-Technical School
Pickens County Area Vocational-Technical School
Savannah Area Vocational-Technical School
Swainsboro Area Vocational-Technical School
Thomas Area Vocational-Technical School
Troup County Area Vocational-Technical School
Upson County Area Vocational-Technical School

Valdosta Area Vocational-Technical School
Walker County Area Vocational-Technical School
Waycross-Ware County Area Vocational-Technical School

Trainees are generally employed directly from a post-high school training course. These new employees are usually given several weeks of specific training to aid in applying their basic knowledge to the requirements of the job.

Correspondence training is possible but much less desirable than resident vocational school training. The correspondence course cannot provide experience in the use of the many kinds of equipment used in industrial electronics, nuclear instrumentation, electronics instrumentation, manufacturing, communication, or automation electronics. Also, only a small percentage of those who start correspondence courses have the persistence and will power to complete them.

The opportunities for on-the-job training are somewhat limited even though some of the fields of work are apprenticeable.

In the apprenticeship program, the employee enters into a contract with his employer to secure a trade-training course on the job. It is an earn-while-you-learn plan, providing for periodic raises in pay as the apprentice acquires additional skills. The training follows standards as established by an apprenticeship committee, which is thoroughly versed in the technique of the trade.

It usually requires about four years for a trainee to attain journeyman (a worker who has learned a trade) standing.

Since military operations depend to a great extent upon electronics devices, men skilled in repair and use of electronics equipment can advance to higher rank and pay. The training and experience received while in the military service is valuable to those returning to civilian life and entering the electronics field. Men who have served in the armed forces as electronics technicians are preferred by employers because they can perform civilian jobs with very little additonal training. Those who supplement their military training with a two-year technical institute program are given first priority.

Abilities and Characteristics

Some abilities and personal characteristics that are important to success in this field of work (electronics) are:

a. Ability and desire to be accurate;
b. Ability and desire to continue to learn new things;
c. Ability and desire for mathematics and science;
d. Ability and desire to finish a job;
e. Ability to act in an emergency;
f. Ability to get along with people;
g. Dependability;
h. Promptness;
j. Inquisitive mind.

Special Interests and Hobbies

Many times it is possible to determine what it takes to be an electronics technician by becoming a member of a science club, working at amateur radio station operation and TV repairs or experimenting with the construction and operation of electric trains. It also helps to read books, science journals and trade magazines dealing with electronics.

Related Subjects

The following subjects are helpful to persons planning to become electronics technicians: mathematics, physics, chemistry, mechanical drawing and industrial arts.

How To Enter The Occupation

Post-high school training centers should have a placement service where a student can learn about available positions and arrange to meet prospective employers. Many times schools help their graduates find a job.

Persons who do not have access to a school placement service may find a job by:

1. Contacting the local office of the Georgia State Employment Service
2. Contacting the local labor union for electronics technicians if there is one in the locality
3. Contacting friends who are working in electronics
4. Checking want ads in newspaper
5. Contacting firms who employ electronics technicians

Employment Outlook

Electronics technicians find employment with radio, television and telephone equipment manufacturers, commercial and private broadcasting systems, special apparatus manufacturers, airplane manufacturers, sales and service concerns in electronic maintenance and repair. At the present time, industry needs an average of between five to seven technicians for every professional engineer. The demand for technicians is much greater than the supply.

The OUTLOOK SUMMARY dated February 27, 1956, * showed electronics technicians were employed in the United States as follows:

Field of Work	Number Employed
Radio and TV Repairman	80,000
Electronic Technicians	27,000

Outlook Summary

The 1960 Statistical Abstract prepared from census data reports 91,468* electronics technicians employed in the United States. This figure is a large increase over the 1956 report.

*When an asterisk appears, it means to secure the latest information.

The Georgia Skill Study published in 1963 by the Georgia Department of Labor reported 1, 756 electronics technicians employed in the state and 852 more needed by 1967.*

The Occupational Outlook Handbook for 1966-67 predicts a good demand for electronics technicians through the middle of the 1970's.*

Earnings

The 1960 Statistical Abstract reports median yearly earnings of $5, 921.*

A survey of 1964-65 graduates of Georgia's state and area vocational-technical schools shows a majority of graduates earning over $100 per week within one year following graduation. The following earnings were reported:*

Earning under $50 weekly, 4% of graduates
Earning $50 - $69 weekly, 2% of graduates
Earning $70 - $100 weekly, 40% of graduates
Earning $101 - $150 weekly, 48% of graduates
Earning over $150 weekly, 6% of graduates

Graduates in electrical appliance servicing, industrial electronics, or radio and TV repair typically earn $70-$100 weekly within one year following graduation. Fifteen to twenty percent, $100 - $150 weekly.*

Advancement

Since post-high school training is comprehensive, the graduate is equipped to take any one of a "cluster" of jobs offering many possibilities for advancement or transfer to another field of electronics. First jobs are usually those closest to the field of training and as experience is gained the worker advances to immediate jobs. The top level positions come only after demonstrations of ability and experience.

For example, a trainee may start out as a tester or inspector and advance to foreman of radio and electronics manufacturing and eventually to a top-level job of supervisor.

Electronics is a new and fast-growing field of work, and each day brings new developments affecting the future of persons engaged in this field. Because of these changes a good electronics technician must continue his study and training long after he becomes a qualified technician. Many firms provide opportunities for further education and eventual advancement to engineer status.

The only ceiling in this profession is the individual's own ability. Much depends upon training, ability to develop new ideas, capacity to work and continue training. Mechanical ingenuity is important.

After working for a few years, and with continued study in night school, it is possible to rise to positions with engineering responsibilities. Young men who wish to become engineers by attending college while working will find research jobs more valuable than other types of electronics experience.

Characteristics Of A Career In Electronics

Certain characteristics of the occupation are listed here. Some are advantages while others are disadvantages, depending upon the individual considering them. For example, working alone may be considered an advantage by one person, but a disadvantage by another.

1. Electronics is fascinating because of the rapid development in this field.
2. Electronics is fascinating because it is precise and logical.
3. Electronics may be disappointing because many times after long hours and days the project proves a failure.
4. Electronics requires exacting work. It requires continuous study to avoid being left behind.
5. Employment is generally found in large cities.
6. Electronics plants are clean.
7. There is some danger of electric shock.

8. Demand for employees is on the increase.

9. Technicians sometimes work alone for long periods of time.

10. Considerable capital is required to establish a business in electronics.

11. Electronics technicians may work as teams.

12. Work in electronics is generally done indoors.

13. The electronic technician must be able to assemble, replace, repair component parts of electronic devices in barely accessible places.

Summary

The work of the electronics technician includes many fields and offers excellent job opportunities to qualified young persons. In order to advance to higher positions and pay, the technician must have a good background in electrical theory, science and mathematics. This makes it possible for jobs to be performed beyond the operation, maintenance and repair level.

One of the best ways to get training is to take courses in electronics at a good technical or vocational school. In recent years the training courses in electronics in the armed forces have helped many men qualify for civilian electronics technician jobs. Anyone interested in this field who is planning to enter armed services would do well to check the opportunities for electronics training and work experience.

Comprehensive post-high school training equips the individual to perform any one of a "cluster" of jobs, offering greater possibilities for advancement or transfer to another field of electronics.

It is hoped that a number of concepts will be developed and/or reinforced among staff and students as deeper understandings are gained through a unit and through other activities. Some of these concepts are:

1. Because of the rapid technological development it is always safer for one to prepare himself for a family of occupations rather than for a single occupation.

2. Most of the abilities one has can be employed in a number of different occupations.

3. There is a wide range of intelligence represented among the workers in every occupation.

4. Most people can do many things equally well.

5. Materials which enable the pupil to see and understand the occupations of his own locality should be available for his use.

6. Our evolving machine age demands more and more workers to manufacture and service machines.

7. Legal controls affecting occupational affiliation and pursuit are being established over more and more occupations.

8. Entrance to more and more occupations is being controlled by labor unions or professional associations of the workers already engaged in those fields.

9. One of the factors to be considered in giving a pupil vocational counsel is the demand for workers in the various fields.

10. The educational and vocational choices of a pupil are deeply influenced by his parents' aspiration for him.

11. Individuals who are successful and happy in a given occupation have definite and distinctive patterns of ability.

12. Pupils need training in effective methods of interviewing and applying for a job.

13. Although we are in an open class society where there is opportunity to rise from the lower to the higher classes, the occupational structure of society is such that there is room for only a few on the upper rungs of the ladder.

14. Industrial personnel leaders agree that few people fail to merit promotion because of lack of skill or native intelligence, but rather because of lack of acceptable personality or character traits. (Santavicca, 1955, pp. 12-14).

Experiences And Activities In Which These Concepts May Be Developed And Reinforced

In addition to the organized unit above, there are other ways of bringing about fuller understandings of the field of work in which the individual is headed. Some of these are as follows:

1. Bulletin boards;
2. Newsletters, news bulletins, etc.;
3. Panels;
4. Role playing;
5. Classroom instruction;
6. Film and film-strips;
7. Interviews;
8. Excursions;
9. Periodical articles;
10. Other publications.

Resource Materials

A partial listing of resource materials available in this area are as follows:

Bellman Publishing Company, P. O. Box 172
Cambridge 38, Massachusetts
  1. Vocational Monographs

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N. W.
Washington 6, D. C.
  1. Occupational Briefs
  2. Occupational Charts

Bureau of Labor Statistics U. S. Department of Labor
Washington 25, D. C.

1. Occupational Outlook Handbook
2. Occupational Outlook Quarterly
3. Occupational Outlook Quarterly Reprints
4. Other Labor Department Publications
5. Dictionary of Occupational Titles

Careers, Largo, Florida or
Farmindale, New York

1. Career Briefs
2. Career Reprints
3. Subject Posters

Chronicle Guidance Publications, Inc.
Moravia, New York

1. Occupational Briefs
2. Occupational Reprints

New York Life Insurance Company, 151 Madison Avenue
New York 10, New York

1. Career Booklets

Personnel Services, Inc., P. O. Box 306
Jaffrey, New Hampshire

1. Occupational Abstracts

Science Research Associates, Inc., 259 East Erie Street
Chicago, Illinois 60611

1. Occupational Kits
2. Occupational Briefs

The Institute of Research, 537 South Dearborn Street
Chicago 5, Illinois

1. Career Research Monographs

U. S. Department of Health, Education, and Welfare
Washington, D. C. 20402
Superintendent of Documents
U. S. Printing Office

Vocational Guidance Manuals, Inc. 212-22 48th Avenue
Bayside 64, New York

1. Occupational Titles

In addition to the above mentioned resources of career information, the vocational-technical schools should secure pertinent information in this area of concern from commercial publishing companies and from professional organizations.

REFERENCES

Hoppock, Robert, Occupational Information. New York: McGraw-Hill Book Company, Inc. 1957. 534p.

Peters, Herman J. and James G. Hansen, Vocational Guidance and Career Development: Selected Readings. New York: The Macmillan Company. 1966. 466p.

Santavicca, G. Gene, Guidance Concepts Teachers Should Possess. Oxford, Ohio: The Lensan Publishing Company. 1955. 29p.

Appendix H

INSTRUCTORS' UNIT ON DEVELOPING INTERPERSONAL RELATIONS AND POSITIVE MENTAL ATTITUDES

This unit was developed by Dr. George Gazda, Professor of Education, University of Georgia, Athens, Georgia.

INTRODUCTION

The student who chooses to enter an area vocational-technical school may be more work-oriented than his peers who enter college, and it may be a temptation to offer him the specialized assistance and instruction he seeks without giving adequate consideration to his needs in the area of interpersonal relations and mental health. The area vocational-technical school centers its attention on providing an education environment where technical competencies are developed and the abilities and interests of students are directed toward success in an occupation. In such a situation, it is easy to suppose that the individual will make adequate adjustments in his interpersonal relations--to his teachers, peers, and family--and will develop positive mental attitudes. Yet, it cannot be assumed that the guidance needs in these areas are met unless someone assumes responsibility for meeting the needs through planned activities and procedures.

This unit outlines activities and procedures designed to insure assistance of a continual and developmental nature to help students resolve personal concerns and secure maximum benefit from the education and social experiences offered by the school. It is recognized that individual differences exist, but most, if not all, students will need some assistance in their adjustment to the new school situation, to their teachers, to their peers, and to their present and anticipated roles as student and worker.

Most of the activities of this unit are concerned with the present interpersonal relationships of the student. If the student is to understand himself and his attitudes he must analyze actual personal situations. Hopefully, if the student can understand himself in the present he will be able to understand himself and what is expected of him as a worker in future situations. If the student can develop constructive behavior for responding to expectations of parents, peers, and teachers, he should have no great difficulty when responding to expectations of employers.

The subjects dealt with in this unit are quite personal and require a competent group leader. An accepting atmosphere is imperative for open and free expression of feeling. Therefore, the entire school staff should be cognizant of the objectives of the various parts of this guidance unit, and each staff member should give his support and assistance. The staff members can hinder such guidance functions if they feel threatened by the discussions or are unwilling to make certain adjustments which may be required to perform the activities.

PLAN FOR THE UNITS

This unit is designed to involve each student in group activities and enchance participation through small group sessions, buzz groups, panel discussions, and role-playing. Modification and/or combination of techniques, as well as substitutions, are encouraged. For example, instead of role-playing a situation, a film excerpt may be substituted. The idea is to present the topic to the group and to work with the group in understanding and solving conflictual situations.

PART 1, MENTAL HYGIENE

Objectives

1. To provide students with information on positive mental health;

2. To inform students of the availability of sources of assistance in resolving personal problems;

3. To assist students in identifying sources of conflict which may require professional help;

4. To inform students of the reciprocal effects of interpersonal relations.

Activities

1. From a survey of students' programs based on a questionnaire or a standardized personality measure, such as the Rotter Incomplete Sentence Blank, or the Edwards Personal Reference Schedule, select topics on mental health that students wish to explore.

2. After mental health topics have been selected, utilize lectures by local mental health experts, such as psychiatrists and clinical and counseling psychologists.

3. Use small classroom-size groups, divided into buzz groups, to react to lectures or films shown to a large assembly.

Student References

Engle, T. L. Psychology (3rd. ed.) Yonkers-On-Hudson, New York: World Book, 1957.

What is Mental Illness? U. S. Public Health Service. Washington, D. C.: Government Printing Office, n. d.

PART 2, PEER GROUP RELATIONS

Objectives

1. To assist students in understanding the importance of peer acceptance in overall adjustment;

2. To develop an understanding of positive and negative effects of peer group pressures;

3. To assist students with ways and means of achieving peer group acceptance.

Activities

1. Use group guidance period to plan a social event and have students evaluate their conduct at this event.

2. Have students anonymously contribute questions or problems regarding peer groups and have a student panel and/or adult "experts" assist in reacting to the questions. (Screen questions and don't encourage Ann Landers-type responses.)

3. Use sociodrama technique to role-play most common peer problems and ways they may be dealt with. Include boy-girl relations.

4. Use soliloquy (role-played) to assist students understanding how it feels to be rejected by peers.

5. Show film such as "Feeling Left Out" or "How to Say No," Break into buzz groups and then discuss the film.

Student References

Billett, R. O. Growing Up. Boston: D. C. Health & Company, 1958. (see pp. 273-304).

Duvall, Evelyn Mills The Art of Dating. New York: Atherton Press, 1958.

Kiell, N. The Adolescent Through Fiction. New York: International Press, Inc., 1959. (see especially pp. 89-113).

Menninger, W. C. How to Understand The Opposite Sex. New York: Sterling Publishing Company, Inc., 1956.

Warters, Jane Achieving Maturity. New York: McGraw-Hill, 1949. (see especially pp. 56-77).

Leader References

Mohr, G. J. and Despress, Marian A. The Stormy Decade. New York: Random House, 1958 (see especially pp. 118-126).

Smith, E. A. American Youth Culture. New York: Free Press of Glenco, 1962 (see especially chapters 4, 5, and 6).

Strang, Ruth The Adolescent Views Himself. New York: McGraw-Hill Book Company, 1957, (see especially pp. 286-322).

Strang, Ruth The Role of the Teacher in Personnel Work. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

Leader Resources

Playlets or Socio-Guidrama, Methods and Materials Press, Springfield, New Jersey

1. "Your Friends--Who Chooses Them." Velma Hayden
2. "Timid Teens." Willa Norris and B. Stefflre
3. "Too Young To Date." Willa Norris and B. Stefflre

PART 3, PARENT-CHILD RELATIONS

Objectives

1. To help students deal more adequately with family problems so that these do not interfere with school work;

2. To provide information to students which will help them better understand the dynamics operative between adults and their children;

3. To provide references on parent-child relations which will be available whenever authoritative information is needed by the student;

4. To assist students in preparing for their future roles as parents.

Activities

1. Make a survey (anonymously) of the problems students are having with their parents and from the survey, together with the students, decide which problems should be studied and discussed. After the several most crucial problems have been defined, a student committee should be assigned to develop information and a method of presenting it to the total class. Special films, books, articles could be used as sources of information. Speakers expert in parent-child relations, e.g., sociolgists, psychologists and certain educators, may be invited to present a lecture on one of two problem areas identified from the survey.

2. Sociodrama and role-playing can also be used to illustrate versions of parent-child confrontations and resolution of problems.

Student References

Archer, J., Loppert, Dixie, What Should Parents Expect From Children? New York: Public Affairs Committee, Inc., 1964. (381 Park Avenue, South. 25¢).

Fedder, Ruth You, The Person You Want To Be. New York: McGraw-Hill, (see especially chapter 6 "Living Begins At Home").

Jenkins, G. G. and Newman, Joy How To Live With Parents. Chicago: Science Research Associates, 1950. (From The Life Adjustment Series).

Liebman, S. Emotional Problems of Childhood. Philadelphia: J. B. Lippincott, 1958. (see especially chapter 5, "The Management of Puberty and Sex in Adolescence.")

Leader References

Baruch, Dorothy W. How To Live With Your Teen-Ager. New York: McGraw-Hill, 1952.

The Adolescent In Your Family. Washington, D. C.: Department of Health, Education, and Welfare, Children's Bureau, 1955.

Symonds, P. M. The Dynamics of Parent-Child Relations. New York: Bureau of Publications, Teachers College, Columbia University.

PART 4, STUDENT-TEACHER RELATIONS

Objectives

1. To improve understanding and communication between students and teachers;
2. To assist students in understanding the role of authority figures in our society and the student's present and future relationships with them;

3. To assist teachers in better understanding their role as teacher and model.

Activities

1. Panel volunteers to debate student versus teacher rights, followed by buzz group reactions.

2. Sociodrama or role-playing involving several problems confronted by the teacher:

    a. Written reports, evaluations, grades, equipment, reports, lesson plans versus time for interest in and concern for students.

    b. Sociodrama of several students in a bull session, discussing their hypothetical favored and unfavored teachers.

Student References

Detjen, Mary Ford, and Detjen, E. W. Your High School Days. New York: McGraw-Hill, 1947. (see section on pupil-teacher relations and suggested topics for discussion at the end of this section.)

Menninger, W. C. Understanding Yourself. Chicago: Science Research Associates, 1962. 52 pp. (see especially section "A Look At Yourself.")

Leader References

Gazda, G. M. Better Discipline. GEA Journal, 1963. 57 pp. 13-14.

Jersild, A. T. When Teachers Face Themselves. New York: Bureau of Publications, Teachers College, Columbia University, 1955.

Lippitt, R., Lippitt, Peggy, and Fox, R. "Children Look at Their Own Behavior." NEA Journal, Sept., 1964. 53: pp. 14-19.

Wattenberg, W. W. "What Student Think of Teachers." The PTA Magazine, January, 1964. 58. pp. 4-6.

PART 5, SOCIAL EVENTS

Objectives

1. To make the student aware of rules of social behavior;

2. To assist the student in the acquisition of knowledge concerning dating practices and policies;

3. To help the student develop an understanding of and appreciation for acceptable social customs, e. g., rules of etiquette involving behavior at home, school, in public places, etc., and rules regarding proper methods of making introductions, handling correspondence, etc.;

4. To help the student learn proper table manners and the rules of simple table service;

5. To acquaint the student with the qualities of a good guest and host or hostess;

6. To provide the student with sources of information to which he may turn for social information in the present and future.

Activities

1. Select from volunteers a group to discuss their most embarrassing moments.

2. Select volunteer groups to present a skit in which several incidents of improper manners are demonstrated. The remainder of the class could then take a short quiz (and self-score it) on the incident portrayed.

3. Give the group a dating intelligence quiz and build further group sessions--skits, films, etc.--around areas of weaknesses.

4. Report on an informal survey of student opinions on such topics as "going steady," "petting," "smoking and drinking, etc."

Student References

Bauer, W. W. Moving Into Manhood. Garden City, New York: Doubleday and Company, 1963.

Bury, Mary. Manners Made Easy. New York: McGraw-Hill, 1954.

Betz, Betty, The Betty Betz Party Book. New York: Grosset and Dunlap, 1947.

Boone, Pat. Twixt Twelve and Twenty. Englewood Cliffs, New Jersey: Prentice-Hall, 1958.

Bryant, Bernice. Miss Behavior. New York: Bobbs-Merrell Company, 1948, (especially for teenage girls).

Duvall, Evelyn M. Facts of Life and Love for Teenagers. (Rev.) New York: YMCA (Association Press), 1956.

Jonathan, N. H. Guide Book for the Young Man About Town. Philadelphia: John C. Winston Company, 1948.

Leader References

The Adolescent in Your Family. Washington, D. C.: Department of Health Education and welfare, Children's Bureau, 1955.

Films from Georgia State Department of Education

"Boy Meets Girl"
"Date Etiquette"
"Going Steady"
"Dating Do's and Don'ts"

PART 6, MARRIAGE AND FAMILY LIVING

Objectives

1. To assist students in developing wholesome attitudes toward romance, courtship and marriage;

2. To alert students to the forces which create tension and break down family ties;

3. To aid students in understanding the role of parenthood.

Activities

1. Use buzz group discussions of topics selected by the group.

2. Role-play (sociodrama) assets and liabilities of "going steady."

3. Utilize an expert speaker or film on the topic of marriage and the family and follow the speaker or film with buzz group discussion and feedback.

Student References

Cavan, Ruth S. American Marriage: A Way of Life. New York: Thomas Y. Corwell Company, 1960.

Duval, Evelyn M. Facts of Life and Love for Teenagers. (Rev. ed.) New York: Association Press, 1956.

Duvall, Evelyn and Johnson, Joy Duvall. Art of Dating. New York: Association Press, 1958.

Leader References

Basic Approaches to Mental Health. Washington, D. C. American Personnel and Guidance Association, n. d.

Burgess, E. W., and Wallis, P. Engagement and Marriage. Philadelphia: J. P. Lippincott, 1953.

Butterfield, O. M. Planning for Marriage. Princeton, New Jersey: Van Hostrand, 1956.

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Hoppock, Robert, Occupational Information. New York: McGraw-Hill Book Company, Inc. 1957. 534p.

Peters, Herman J. and James G. Hansen, Vocational Guidance and Career Development: Selected Readings. New York: The Macmillan Company. 1966. 466p.

Santavicca, G. Gene, Guidance Concepts Teachers Should Possess. Oxford, Ohio: The Lensan Publishing Company. 1955. 29p.

Resource Materials

A partial listing of resource materials available in this area area as follows:

Bellman Publishing Company, P. O. Box 172
Cambridge 38, Massachusetts
1. Vocational Monographs

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W.
Washington 6, D. C.
1. Occupational Briefs
2. Occupational Charts

Bureau of Labor Statistics U. S. Department of Labor
Washington 25, D. C.
1. Occupational Outlook Handbook
2. Occupational Outlook Quarterly
3. Occupational Outlook Quarterly Reprints
4. Other Labor Department Publications
5. Dictionary of Occupational Titles

Careers. Largo, Florida, or
Farmingdale, New York
1. Career Briefs
2. Career Reprints
3. Subject Posters

Chronicle Guidance Publications, Inc.
Moravia, New York
1. Occupational Briefs
2. Occupational Reprints

New York Life Insurance Company, 51 Madison Avenue,
New York 10, New York
1. Career Booklets

Ellis, A. *The Encyclopedia of Sexual Behavior.* New York: Hawthorne Books, 1961.

Gurin, G., Veroff, J., and Field, Sheila. *Americans View Their Mental Health.* New York: Basic Books, 1960.

Jahoda, Marie. *Current Concepts of Positive Mental Health.* New York: Basic Books, Inc., 1958.

Jersild, A. T. *When Teachers Face Themselves.* New York: Bureau of Publications, Teachers College, Columbia University, 1955.

Landis, J. T. and Landis, Mary G. (eds.) *Building a Successful Marriage.* (4th ed.) Englewood Cliffs, New Jersey: Prentice Hall, 1963.

Maquon, F. A. and Maqoun, R. M. *Love and Marriage.* (Rev. Ed.) New York: Harper and Brothers, 1956.

Peterson, J. A. *Education for Marriage.* New York: Charles Scribner and Sons, 1956.

Shaffer, L. F. and Shoben, E. J. *The Psychology of Adjustment.* Boston: Houghton Mifflin, 1956.

Terhume, W. B. *Emotional Problems and What You Can Do About Them.*

Tokay, E. The Human Body and How It Works. New York: Burnes and Noble, 1944.

Appendix I

INSTRUCTORS' UNIT ON "FINDING A JOB"

The unit on finding a job was developed jointly by Dr. James E. Bottoms, Associate State Director, Vocational Education, Leadership Services - Guidance, Division of Vocational Education, State Department of Education, Atlanta, Georgia; by Mr. Jim Higdon, Shor Supervisor, North Georgia Technical-Vocational School, Clarkesville, Georgia; by Mr. Fred Otte, Assistant Project Director, Research Project 236; and by Mr. Coye Williams, Director of Student Personnel Services, Augusta Area Vocational-Technical School, Augusta, Georgia.

INTRODUCTION

This unit lists some of the understandings and skills graduates will need to be a credit to the instructor when they begin looking for a job. Each instructor will probably touch upon such topics throughout the school year. Some items included in the unit cannot be taught quickly.

Beginning early in the quarter before a student graduates, however, the instructor will undoubtedly want to begin a more intensive program of preparing him to find a job. Because the student personnel specialist shares the same concern, and because the instructor and the student personnel specialist will be cooperating in the school's part of the job placement process, they will need to jointly conduct a seminar of one or two hours to orient students to job placement activities to be carried on during the last quarter. The student personnel specialist will likely assume the major responsibility for planning the seminar.

Following the joint program, both the student personnel specialist and the instructor will have separate responsibilities in the job placement program. These responsibilities should be explained to students during the seminar.

The arrangements between the student personnel specialist and the instructor will vary from one school to another depending upon: (a) size of school, (b) graduating dates (some schools have students finishing each quarter), (c) facilities, etc. Mr. Jim Higdon, Shop Supervisor at North Georgia Technical-Vocational School, has suggested that either the shop supervisor or the assistant director may teach the unit to all students about to graduate in schools having only a few graduating students scattered among many departments each quarter. In such a situation there will not be enough students in any one department to justify all instructors teaching the same unit. The arrangements will vary, but the topics which are listed in the section "Summary of Topics for Unit" should be covered with all graduating students.

OBJECTIVES OF THE UNIT

All aspects of the unit should be governed by an attempt to carry out the following objectives:

1. Aid each student in developing for himself a pattern of "job finding" behavior at least comparable to his acquired skills, so that he will be able to independently locate the jobs suitable to his ability and training.
2. Acquaint each student with the school competencies necessary to enter into the best job and advance in it.
3. Aid each student in acquiring a sense of pride and confidence in himself by knowing what steps to take in securing the right job for himself.
4. Provide opportunities and experiences for each student to equip himself with procedures useful in evaluating companies, job offers, and related benefits.
5. Acquaint each student with possible sources of information regarding occupational outlook in the world of work.

RATIONALE FOR THE UNIT

The fundamental purpose of an area vocational-technical school is to bridge the gap between the potential employee and his potential employment. But that purpose involves more than just getting the potential employee on a payroll. The school is concerned that its graduates have more than mere mechanical skills and related job knowledge. Graduates should have the understandings and skills needed in order to enter employment at the highest level of which they are capable and to progress to the limits of their potential in craftsmanship and leadership.

Almost any young person can get a job at the present time. However, few young persons have the ability to locate without assistance the place in the labor market where they can make their greatest contribution to our country and the place which will give them the greatest opportunity and satisfaction. Youngsters are confronted by a labor market which increases in complexity daily. Unskilled jobs are disappearing and skilled and technical jobs are increasing. The new jobs have come into being while most of the general public was unaware of the changes taking place. The job titles are almost unknown, generally, and even the employers are uncertain how to describe the new positions. Graduating students need help in entering the complex labor market at a level commensurate with their training.

The problem created by a complex labor market is further complicated by the youthfulness of the majority of area school graduates. Not too many years ago most students in vocational-technical programs were veterans of military service who were more mature and more knowledgeable of the world. Today, the typical student is a boy just out of high school. He is eighteen or nineteen years old and has never been regularly employed on a full-time basis. His past life has not brought him into contact with the working world. The conditions under which men work, the supervision they receive, the demands which are made of them are almost unknown to this typical student.

He has grown up in a world which makes him primarly a consumer, and the "production" side of life is not within his frame of reference. He, therefore, has little basis for evaluating himself or a prospective employer.

Such a student may not be aware that when he begins looking for a job he becomes a "seller" rather than a "buyer." It may be necessary to point out to him the need for preparing himself to seek employment. Instructors will need to draw upon their own experiences in helping students see the need for adequate planning and thoughtful strategy when locating a job. One possible approach to introducing students to the need for developing job-seeking skills (although with specific examples) may go as follows:

INTRODUCTION OF UNIT TO STUDENTS

"You have the opportunity to do many things when you discuss finding a job. Thinking about the type of job you want will help you to clarify your goals in life. Summarizing your saleable skills and related personal qualities is a first step toward being able to state what you can offer an employer. Exploring various job possibilities will give you a chance to learn more about what to expect from various types of employers.

"It is a good investment of time to decide more definitely what you are looking for, what you have to offer, and what you can expect. Remember that once you take a job you automatically shut off a great variety of avenues that were previously open. If you are about to graduate, the decisions you make now are crucial.

"Probably, with a little thought, you will decide that a certain type of job appeals to you more than do other types. Getting the type of job that appeals most to you will require some careful thinking and planning. You will have to present yourself to a prospective employer in the best possible manner because other people will also be seeking the same position. It is never easy to get the job that appeals most to you, the job which most completely takes advantage of your training and experience.

"Remember that you will probably change jobs several times in your lifetime. Now you have the opportunity of getting help from your instructor and from the student personnel specialist in learning how to locate and get a good job. Never again will you have so much assistance.

"Why put so much effort into getting a job? Why not just take the first job which is offered to you? After all, isn't one job as good as another? Stop and think about it. Shouldn't the person with the advantage that good vocational-training gives be able to bargain with employers to some degree? You surely agree that there is no need to jump at the first offer. Yet when the first offer comes, many persons will panic and give a quick "Yes!". If you have investigated a job thoroughly, you may be able to give an immediate answer when an offer comes. If you have not, you will cause a potential employer to think more highly of you if you respond that you are interested and would like to know more about what the job involves.

"To accept a job blindly is to invite later dissatisfaction. You need to know whether you will be able to enter wholeheartedly into the employment. Dissatisfaction with a job can lessen your productivity and your enthusiasm and will cause you to do less than your best. The result will be an inability to advance as rapidly as you could otherwise.

"When you begin working you are subject to evaluation by supervisors. When you wish to change jobs on some future occasion, these supervisors will be contacted for references. The best way to insure that you are going to have good references when the time comes is to get into a job which can command your enthusiasm and interest.

"The primary reason that the school is interested in helping you learn how to get a job is that the job you choose will determine to a large degree how you develop as a person in the ensuing years. Your job will have a large influence upon what friends you have, the location of your home and even relationships with your family. When you choose a job, you are choosing the environment with which you will live and from which you will learn in the years ahead. The school is primarily interested in helping you to become what you want to be. Because of that interest your instructor and the student personnel specialist will talk with you about the decisions you will be making shortly.

"You will be deciding what you want in life, what you have to offer, and what you can expect from the world. (You may need to rethink decisions you have already made about these matters.) You will be trying to get an understanding of a complex situation, one which is constantly changing. The complexity of the occupational world you are about to enter complicates the decision process when you ask yourself what you want in life and what you have to offer.

"It is helpful in thinking about what you want and what you have to offer to think in terms of concrete possibilities. Do you want to be active and have a strong voice in local politics? If so, what types of jobs will give you the opportunity to make contacts with a great number of people, or the opportunity to be a spokesman for a large group of voters? Do you want to devote a great deal of time to civic work such as helping with a Boy Scout troop? Then, what type, of jobs will permit you to have a good deal of leisure time and to arrange vacation time rather flexibly? Do you want to have a big car and a boat? Find out what types of work pay best. Do you intend to play with a musical group part-time? Get a job that will leave you enough energy. Do want to be relatively independent? Discover what type of job will enable you to learn what you need to know in order to go into business for yourself. What type of life do you want to be living ten years from now? Although you probably will not carry out such plans exactly, it is important that you try to picture yourself ten years from now in order to clarify what you want. Only as you know what you want can you sensibly ask how to begin getting where you want to go.

"Learning how to prepare a resume and to write letters of application will help you to decide what you have to offer an employer. Practicing interviews will help you present yourself to an employer in the most impressive manner. Knowing what you have to offer and being able to convincingly present it to a potential employer will help you to get what you want. And that is why you will find the instructor stressing the need for thoroughness in preparing to look for a job."

SUMMARY OF TOPICS FOR UNIT

1. Evaluating yourself prior to looking for work: your mental and manipulative skills, your ability to adjust to a work environment, and your ability to work in harmony with others;
2. Investigating military requirements and opportunities;
3. Locating job possibilities;
4. Writing a resume';
5. Writing letters of application;
6. Filling out an application form;
7. Applying by telephone for an interview;
8. Evaluating a company;
9. Building confidence prior to an interview;
10. Being interviewed;
11. Evaluating a job;

12. Following up an interview;

13. Conducting yourself on a new job;

14. Evaluating yourself on a new job;

15. Investigating future educational possibilities;

16. Looking for a job (summary).

TOPICS FOR UNIT IN DETAIL

1. Evaluating yourself prior to looking for work: your mental and manipulative skills, your ability to adjust to work environment, and your ability to work in harmony with others:

   a. Your job knowledge as compared with that of others considered good technicians or craftsmen;

   b. The rate at which you learn as compared with that of others considered good technicians or craftsmen;

   c. The manner in which you work with people as compared with that of others considered good technicians or craftsmen;

   d. The quality and appearance of your finished products as compared with those of others considered good technicians or craftsmen;

   e. The speed with which you do jobs as compared with that of others considered good technicians or craftsmen;

   f. The degree of satisfaction you receive from various types of work as compared with that of others considered good technicians or craftsmen;

   g. The difficulties you typically encounter as compared with those of others considered good technicians or craftsmen.

2. Investigating military requirements and opportunities:

   a. The military, and local recruiters, as sources of job opportunities;

   b. The possibility of fulfilling military obligations while gaining useful experience in your skilled field;

   c. Employers' attitudes toward men who have completed military training;

   d. Military experience as part of learning to work with people;

   e. Procedures for conscientious objectors;

   f. The possibility of advanced ratings upon entry into military service because of training received in the area vocational-technical school;

   g. The procedures for entering officer training programs.

3. Locating job possibilities:

   a. Telephone (yellow pages);

   b. Employment agencies;

   c. Want ads;

   d. Instructors;

   e. Student personnel specialist or counselor;

   f. Relatives;

   g. Friends;

   h. Lists of industries obtained from Chamber of Commerce or from Labor Department;

- i. Feature articles on industries, business, and service institutions;
- k. News articles on new industry, business, or service institutions.

4. Writing a resume':
    - a. Information needed;
    - b. Formats (Review of Samples);
    - c. Guidelines;
        - (1) Conciseness;
        - (2) Accuracy;
        - (3) Truthfulness;
        - (4) Neatness;
        - (5) Thoroughness;
        - (6) Positive approach to presenting yourself well.
5. Writing letters of application:
    - a. Information to be included;
    - b. Formats;
    - c. Guidelines;
        - (1) Paper: plain, 8 1/2" x 11";
        - (2) Envelopes: legal size;
        - (3) Return envelopes;
        - (4) Clear statement of purpose of letter in opening paragraph;
        - (5) Response to all items mentioned if answering an advertisement;

        (6) Requesting action by potential employer, such as granting of interview;

        (7) Arousing an interest in the employer;

        (8) Conciseness;

        (9) Accuracy;

        (10) Truthfulness;

        (11) Neatness;

        (12) Thoroughness;

        (13) Positive approach to presenting yourself well.

6. Filling out an application form:

    a. Legibility;

    b. Neatness;

    c. Thoroughness (use of "not applicable" when appropriate);

    d. Truthfulness;

    e. Accuracy (gathering of complete and accurate information likely to be needed on applications prior to writing for blanks);

7. Applying by telephone for an interview:

    a. The voice as an index of character;

    b. Politeness (telephone manners) identifying yourself, etc.;

    c. Pleasantness;

    d. Planning;

        (1) Time you have available to go for interview;

        (2) Information which may be requested during call;

        (3) Questions you want to ask;

        (4) The timing of your call (when to call, length of call, etc.).

8. Evaluating a company:

    a. Reviewing company's past success, rate of growth, labor problems, community standing, company rules and policies;

    b. Contacting and conversing with members of management and labor;

    c. Determining, if possible, the company's plans for expansion;

9. Building confidence prior to an interview;

    a. Learning everything possible about a company;

    b. Being prepared to use the terminology of the occupation;

    c. Preparing answers regarding questions certain to be asked;

    d. Preparing to tell experiences which should lead the interviewer to believe the company needs persons with your knowledge and skill.

10. Being interviewed:

    a. Appearing promptly;

    b. Dressing properly;

    c. Being well groomed;

    d. Knowing everything possible about the company and interviewer;

    e. Anticipating questions;

    f. Entering and leaving cheerfully;

    g. Speaking freely, with enthusiasm and sincerity;

h. Being courteous;

j. Being cordial without undue familiarity;

11. Evaluating a job:

    a. Considering future possibilities of the job;

        (1) Amount and frequency of salary increments;

        (2) Further education;

        (3) Possibilities of transferring to other locations;

    b. Considering fringe benefits;

        (1) Group insurance;

        (2) Retirement plans;

        (3) Profit sharing;

        (4) Vacation policies;

        (5) Bonus or overtime pay;

    c. Considering effects of your economic status, hobby interests, civic group membership, politics, religious affiliations, etc. upon working relations and job success;

    d. Considering present quality of working relationships among employees and company's attitude toward working relationships among employees;

    e. Considering requirements of organized labor and likely future trends.

12. Following up an interview:

    a. Writing employer and thanking him for time and consideration;

    b. Requesting interviews at other places if not accepted.

13. Conducting yourself on a new job:

    a. Responsibilities;

        (1) Becoming familiar with company policies and rules;

        (2) Being punctual always and working a full shift;

        (3) Accepting assigned work cheerfully, whether or not desirable;

        (4) Being completely honest about spoilage, production, standards, etc.;

        (5) Showing initiative in learning new skills related to job;

    b. Social contacts;

        (1) Giving full cooperation to supervisors & co-workers;

        (2) Being always courteous, neatly dressed and considerate;

        (3) Being wary of joining cliques of workers who may not have the best interest of their job or the company in mind and who may be detrimental to your job progress;

        (4) Being aware of basis of cliques (similar economic standing, religious affliliation, political sentiment, hobbies, or job prestige) and evaluating whether getting "in" with the group is desirable;

14. Evaluating yourself on the job:

    a. Asking yourself what contributions or suggestions you have made toward improving quality or quantity of work;

    b. Asking yourself what effect your suggestions have had;

    c. Asking yourself what contributions you have made toward keeping harmony among workers and toward encouraging teamwork.

15. Investigating future educational possibilities:

    a. Determining whether present knowledge is adequate for all requirements of present job, for job to which you may advance;

    b. Determine whether further education could increase social acceptance;

    c. Determining likely changes in your job which could be counteracted or overcome by further education;

    d. Determining educational possibilities in the community or company.

16. Looking for a job (summary):

    a. Evaluating yourself, deciding upon type of employment to seek;

    b. Deciding where to look, evaluating companies, listing prospective employers;

    c. Deciding whom to contact;

    d. Submitting applications, resume's and cover letters;

    e. Being interviewed;

    f. Evaluating job offers.

TEACHING ACTIVITIES FOR THE UNIT

1. Mock situations:

    a. Have personnel men from several cooperating companies receive letters of application, application forms, and resume's from students and evaluate these with the students.

   b. Have several personnel men and supervisors interview students during a class with other students observing; critique the interviews.

   c. Have several personnel men or supervisors demonstrate with students before class the way in which telephone requests for interviews are handled.

2. Student projects and reports:

   a. Have two students interview recruiting officers of military services and report to class.

   b. Have a survey made of job opportunities in a community.

   c. Have students evaluate companies and report to class.

   d. Have students evaluate job possibilities and report to class.

3. Displays and student discussion:

   a. Set up bulletin board of sample resume's, letters of application, application forms completed correctly and incorrectly, letters following-up interviews, letters accepting employment, etc., and have students discuss what can be learned from display.

   b. Set up bulletin board of want ads, feature articles, new articles, etc.; have students discuss what can be learned from such sources and how to evaluate such items.

4. Speakers:

   a. Instructor may recount experiences he has had or observed which are related to topics being covered.

   b. Speakers may be invited to recount their experiences; alumni may be especially useful because their experiences probably are quite similar to what new graduates will encounter.

c. Representatives from industry, business, and service institutions may be invited to tell the class what they would expect in connection with topics being covered.

5. Commercially prepared audio-visual presentations and student discussion (Consult list of resources which follows.):

RESOURCES FOR TEACHERS, AUDIO-VISUAL AIDS

A DIRECTORY OF 3,660 16 mm. FILM LIBRARIES, Office of Education Bulletin, No. 12, U.S. Government Printing Office Washington, D.C., 1959.

BLUE BOOK OF AUDIO-VISUAL MATERIALS, Educational Screen, 2000 Lincoln Park, West, Chicago, Illinois. Published annually.

EDUCATIONAL FILM GUIDE, H. W. Wilson Company, 950 University Avenue, New York 52, N.Y. Annual edition with monthly supplements.

EDUCATORS' GUIDE TO FREE FILMS, Educators Progress Service, Randolph, Wisconsin, Published annually.

EDUCATORS' GUIDE TO FREE SLIDEFILMS, Educators Progress Service, Randolph, Wisconsin, Published annually.

FILMSTRIP GUIDE, H. H. Wilson Company, 950 University Avenue, New York 52, New York.

YOUR JOB INTERVIEW (Filmstrip and Record) (Order No. 187K), Guidance Associates, Pleasantville, New York

GETTING AND KEEPING YOUR FIRST JOB (Filmstrip and Record) (Order No. 183K), Guidance Associates, Pleasantville, New York

RESOURCES FOR STUDENTS

A TEEN-AGER'S GUIDE TO JOB SUCCESS (1956). Cribben and Sexton Company, 700 N. Sacramento Boulevard, Chicago 12, Illinois.

CAN I GET THE JOB? General Motors Corporation, Service Section, Marketing Staff, Detroit 2, Michigan.

FINDING YOUR JOB. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, NW, Washington, D.C., 20036.

GETTING AHEAD ON YOUR JOB. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, NW, Washington, D.C., 20036.

GROOMING FOR THE JOB (1959). Mennen Company, Morristown, New Jersey.

GUIDE TO PREPARING YOUR RESUME'. New York State Employment Service, New York, New York.

HOW TO GET AND HOLD THE RIGHT JOB. U. S. Government Printing Office, 1960, 19 pp., 10¢, Superintendent of Documents, Washington, D.C., 20401.

HOW YOU CAN GET A BETTER JOB. W.K. Lasher, American Technical Society.

JOB GUIDE FOR YOUNG WORKERS. U. S. Department of Labor, Washington, D. C. 10212.

JOB KIT, GLAMOUR MAGAZINE. 420 Lexington Avenue, New York 17, New York.

JOB LETTERS. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, NW, Washington, D.C., 20036.

MAKING THE MOST OF YOUR JOB INTERVIEW. New York Life Insurance Company.

NINE WAYS TO GET THE MOST OUT OF YOUR FIRST JOB. Careers, Largo, Florida.

SEPARATING THE MEN FROM THE BOYS. Motivation, Inc., Springdale, Connecticut. 1963.

VOCATIONAL OPPORTUNITY KIT. National Urban League, 1133 Broadway, New York 10, New York.

WHAT EMPLOYERS WANT. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois, 60611.

WHO'S HIRING WHO. Pocket Books, Inc., 630 Fifth Avenue, New York, New York, 10020.

WHY YOUNG PEOPLE FAIL TO GET AND HOLD JOBS. New York State Employment Service, New York, New York,

YOUR ATTITUDE IS SHOWING. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois, 60611.

YOUR FIRST JOB (1958). National Association of Manufactures, 2 East 48th Street, New York, New York.

YOUR FUTURE (1958). National Association of Manufactures, 2 East 48th Street, New York 17, New York.

YOUR JOB-HOW TO FIND IT-HOW TO HOLD IT. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, NW, Washington, D.C., 20036.

YOUR JOB INTERVIEW. New York Life Insurance Company, Career Information Service, Box 51, Madison Square Station, New York, New York, 10010.

RESOURCES FOR TEACHERS, BOOKS

Baer, Max F. and Edward C. Roeber. OCCUPATIONAL INFORMATION. Chicago: Science Research Associates, 1951.

Baer, Max F. and Edward C. Roeber. OCCUPATIONAL INFORMATION. Chicago: Science Research Associates, 1958.

Forrester, Gertrude. OCCUPATIONAL LITERATURE: AN ANNOTATED BIBLIOGRAPHY. New York: H. H. Wilson, 1964.

Hoppock, Robert. OCCUPATIONAL INFORMATION. New York: McGraw-Hill Book Co., 1963.

National Vocational Guidance Association. NVGA BIBLIOGRAPHY OF CURRENT OCCUPATIONAL LITERATURE, Fourth Edition. Washington: American Personnel and Guidance Association, 1966.

New York Life Insurance. GUIDE TO CAREER INFORMATION.

Norris, Willa; Zeran, Franklin R. and Hatch, Raymond N. THE INFORMATION SERVICE IN GUIDANCE Chicago: Rand McNally and Company, 1960.

OCCUPATIONAL INFORMATION FOR COUNSELORS: AN ANNOTATED BIBLIOGRAPHY. U. S. Government Printing Office.

Shartle, Carroll L. OCCUPATIONAL INFORMATION, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

RESOURCES FOR TEACHERS, PERSONS

Alumni

Student Personnel Specialist

Other Instructors

Industrial Representatives

Members of Advisory Committee

EXAMPLE OF DEVELOPMENT OF A TOPIC

Topic: Being Interviewed

Expected outcomes

Facts:
Each student should be able to list questions frequently asked.

Attitudes:
Increased confidence.
Greater awareness of imporatnce of interview and of investigating a company beforehand.

Skills:
Ability to dress correctly.
Ability to speak freely, sincerely enthusiastically.
Ability to be courteous and cordial.

Teaching Activities

1. Have personnel man from ______Co. interview two students, one who had investigated his company and one who had not, and discuss interview with the class. (Have students fill out application form and resumes' ahead of time and send to Mr. ______.)

2. After discussion of interview, have Mr. _____ to explain what he looks for in an interview and to recount experiences from the past which have impressed him particularly, both favorably and unfavorably.

3. Give class a mimeographed list of questions frequently asked. Have them practice in pairs an interview situation using the questions.

4. Give class an outline of topics (dress, grooming, courtesy, etc.); have each student write himself guidelines for each topic.

Evaluation

1. Interview the "demonstrator" student again using about the same questions. Have class members write a critique.

2. Teacher rating during practice sessions of degree of imporvement.

3. Teacher rating of guidelines for being interviewed, written by each student.

4. Instructor judgement of responsiveness of students to the activities.

5. Student answers to questions: "Do you now feel differently toward being interviewed than you did before? In what ways do you feel differently? ".

Resources needed

1. Application blanks for students who will be interviewed by company representative.
2. Making the Most of Your Job Interview
3. Your Job Interview
4. List of questions frequently asked by interviewers
5. Outline of topics to be included in guidelines written by students

Preparation needed

1. Schedule company representative for conducting the class demonstration.
2. Have two students to agree to be interviewed.
3. Have students to send application forms and resumes to company representative.

Example of Development of Series of Classes

The following outline covers an entire unit on "How to Get a Job." It was prepared by Mr. Jim Higdon, Shop Supervisor, North Georgia Technical-Vocational School, Clarkesville, Georgia.

The unit is included here as a sample of how the outline of topics listed above can be adapted and organized in view of the needs of a particular setting and of the temperament of an instructor and his students.

First Class Session (30 min.)

It is suggested that the instructor conduct the first class as an introduction to the unit (providing any additional information necessary regarding the occupation), review job opportunities on file, and give a general overview of the employment pattern for the occupation.

The instructor will be able to relate to his class interesting personal experiences that only he can tell. He can also discuss experiences regarding specific job problems, their solution, and the variations of the occupation for which the student will be qualified as the result of his training. Students should be informed that cliques exist in the business and industrial world and are composed of workers of comparable economic economic levels, job prestige, community status, hobby interests, or civic activities. For most persons, being accepted into a clique is very necessary for complete job satisfaction.

Students should be encouraged to take energetic steps toward finding employment in the geographic location of their choice and in the type of industry best suited for their individual temperaments and abilities. This does not imply that the instructor and the personnel worker will not put forth every effort to help students find suitable employment, but rather that the students should take the initiative in deciding the type of work and the location he desires.

The instructor should recognize that many students, even though engaged in learning an occupation, have not established for themselves long-range, definite goals. Many will discover after initial employment that other fields of work are more inviting and will change jobs or possibly occupations.

Unfortunately, all graduates are not at the same level of maturity and many will find entering employment for the first time a frightening experience. For many, the job market offers traps, blinds, false leads and even mirages which block the way to their goals. The instructor will derive a great deal of satisfaction from coaching and grooming the students as they learn some of the social aspects of the work as well as develop confidence in themselves. A number of years ago the Carnegie Foundation issued a rather surprising statement: "On the basis of our studies we find that technical training counts for only 15 percent in the success of an individual, while personal qualities count for 85 percent." Later studies confirmed the Carnegie findings that personal qualities are more important in first jobs, promotions, and discharges than are the skills required for the job. This point should be emphasized by the instructor since most of the individuals in his class will be accepting soon their first full-time job.

The old adage "first impressions are lasting ones" certainly is more truth than fiction. An act of carelessness or thoughtlessness on the part of a new employee can create in the mind of his employer serious doubts as to the possibility of the person's chances for success. Fellow employees, also, are quick to note any apparent lack of skill or job knowledge but will note quicker any personality deficiencies. New employees should not be overly friendly with their associates on the job but rather should concentrate their attention on carrying out to the letter every detail of their assigned work. Social acceptance will be realized in varying degrees as the new individual proves himself to his supervisor and his fellow employees. A person new on the job should be slow to join in the little inter- and intra-department squabbles which are to be found in any industry. The work agreement signed by the new employee should be honored and complaints should be channeled through the proper persons rather than being aired to co-workers. It should also be said that complaints, especially in the early weeks of employment, should be virually non-existant. Older employees usually resent being asked a lot of questions, especially those of the impertinent type. Many older employees are also indignant when asked to lend personal tools to persons new on the job. New employees have the responsibility of becoming well informed regarding company rules and policies and then in following them without fail.

The preceding paragraphs are merely suggestions that instructors might use, along with ideas and illustrations from their own experience, for the first class session of this unit.

It should be announced that the next session will deal with resume' writing.

9

Second Class Session, Writing of Personal Resume's

First, for the benefit of all concerned, the work resume' should be defined. A resume' is a summary or a short account of one's educational background, work experiences and qualifiecations prepared typically by an applicant for a position. One could also define a resume' as an advertisement designed to catch the eye of a prospective employer.

This lesson deals with the format or form of a good resume--one which presents a clean, uncluttered, attractive appearance. Through this medium one can draw impressive verbal pictures showing proof of the employer's need for the knowledge, skill and experience possessed by the individual. To stress the point, a good resume should show what the applicant can do that would be valuable to an employer, not the countless things he cannot do. Lack of experience on the part of the applicant should be compensated by showing that he has made the most of every available opportunity.

Following is a formula for a resume which should produce good results every time:

1. Show your name. (If leaving military service, leave off any rank or retired status. These will have little or no bearing on your qualifications for a civilian job.)
2. Next, list your address and telephone number.
3. Then, state your objective.

Since the objective is the first item that the employer will read after the name and address, every word should be carefully selected to state your job objective in terms of the employer's interests. The objective should clearly highlight the level and scope of the specific skills or functions you can best perform for an employer but, generally, it should not cite a specific job title. The objective should not state what you hope the employer can do for you, such as requesting a position which offers opportunities for training and promotion. These things will materialize later. Instead, formulate your objective in terms of the employers desire to expand operations or to increase production, efficiency, quality, income, morale, sales, etc.

After you have satisfied yourself with a concise, carefully worded statement of your objective, educational achievements should be listed if they are your best experience to date in line with your objective. State facts in positive terms. If you failed to complete a course of study, instead of making a statement to this effect state only that you completed a certain portion of time toward a degree or diploma. Do not mention that you did not graduate. All special honors, accomplishments or special courses which enhance your qualifications should be shown in the section on education.

Work experience should be summarized briefly in an interesting, effective manner. Show your best experience first (not necessarily the latest). Talk more in terms of your accomplishments and success than in terms of specific duties performed. Provide brief, interesting examples of problems overcome and of anything which shows how well you performed your job. The account of your experience should lend support to your objective.

It should be mentioned that the preceding instructions for resume' writing are slanted toward students who are faced with preparing a summary of their qualifications for the purpose of landing their first job. A skilled craftsman or a professional person would list his experience before education.

After education or experience (depending upon the experience of the applicant) has been listed, personal data should be shown. Included in this part of the resume should be date of birth, family status, height, weight and state of health.

Any other facts which reflect credit on you as an individual or a citizen should be stated in a way which lends support to your objective.

A basic rule which applies to the entire resume' is: Fact, not modesty, should determine how you describe your personal accomplishments.

As a general rule, one letter size page is long enough for a resume'. If you feel you should include special skills, courses taken, or other back-up information not included on the one page, attach the additional data to the resume'. If your resume' is more than two pages in length, it is very likely to be ignored by busy employers.

The resume should present a good appearance, uncrowded with wide margins and plenty of white space showing. Correct typing and spelling are very necessary. Marginal leads which show the subject matter at a glance are desirable features.

Some things which should be left out of a resumé are:

1. Personal histories of other family members.

2. Your date of availability, preference of location and salary expectations. (These can be taken up in covering letter or perhaps at the interview.)

3. Your social security number.

4. References.

5. Official documents.

A photogenic person can often improve his chances of employment by including with the resume a passport size photo. The picture should be a relaxed portrait in business dress.

It should be remembered that the aim of a resume is to excite enough interest in your abilities to tempt an employer to invite you for an interview. If it accomplishes this goal, the battle is half won.

The attached format is suggested for use in writing sample resumes. After a thorough discussion regarding the preceding information the students should be required to write a minimum of five practice resumes. Perhaps an assignment sheet covering the most important points in resume writing would be helpful.

Class sessions three through seven should be spent in writing sample resumés. Each class period should be 30 minutes in length. The following sample resumé may be used as a guide:

Thomas J. Gray

2931 Foster Avenue, Todd, Oklahoma 36721
Area Code 718, Jackson 7-4896

Objective:	Refrigeration service technician in an aggressive service organization or dealership. Special interest in and ability to service latest type commercial refrigeration equipment, especially solid state controls and ultra low temperatures.
Education:	Diploma from North Georgia Technical and Vocational School earned for satisfactorily completing a two year course of study on post high school level in Refrigeration and Air Conditioning. This school has certification from the Air Conditioning and Refrigeration Institute.
Practical Experience:	Worked two summer vacations as service helper and stock room clerk in Amana dealership. Devised new method of reclaiming expensive refrigeration gas while serving as technician helper.
Primary Aim:	Desire employment which will challenge my skill and knowledge and permit me to demonstrate my sense of responsibility.
Personal Data:	Born: May 10, 1945. Marital Status: Single Height: 5'11" Weight: 175 pounds Health: Excellent

Class Session Number Eight, Effective Letter Writing

In a previous lesson we mentioned that a good resume' is the key to the job you want. We could describe the covering letter which calls an employer's attention to your resume' "the hand which turns the key".

The average employe who has a job opening is likely to be swamped with hundreds of applications with accompanying covering letters. Most of these letters will follow a routine form and will in all probability have a common destination--the waste basket. Make your letter different!

The following rules should be followed when writing a prospective employer:

1. Personalize your letter by addressing it to an individual. You should take the trouble to find the employment manager's name; then be certain to spell it correctly. No letter should begin with "Dear Sir". If a person other than the employment manager is written, address the person by his name and title.

2. Your letter should be neatly typed on plain white paper and should not be more than one page in length. Pay particular attention to sentence structure, punctuation, and spelling.

3. Your approach should be original and should reflect some element of your personality and attitudes.

4. Do not apply for a specific job when your training and background qualify you for various phases of an occupation.

5. Your letter should appeal to the personal need of the man to whom you are writing. Let him know that hiring you will lead to improved morale, higher production, less waste, etc. You could very well arouse his curiosity to the extent that he would grant you an interview, even if he had no job openings. A carefully worded letter can often inspire an employer to respond favorably to your request for an interview by subtly implying it would be otherwise unfair.

6. If you plan to send letters and resumes to several employers, be sure each is typed individually. Do not try to avoid expense by sending copies.

(The instructor should give students a letter to use as a sample but not as a model.)

The remainder of class session eight as well as the next two (nine and ten) should be used in practice writing of covering letters and letters of application.

Class Session Number Eleven, Preparing for the Interview

Taking into consideration the present demands of the job market, obtaining an interview with a prospective employer should be no problem. As we mentioned in a previous lesson, a cover letter attached to a resume' is one of the best methods for gaining an interview. Perhaps the school has as part of the program to talk to several representatives and can arrange an interview at that time. The instructor, friends, relatives and the employment service are also possible avenues to a job interview.

After establishing an interview date, you should consider the following items, which are important for your success.

Advance scouting of the employer can gain for you a great deal of information which will be useful to you during the interview as well as bolster your self-confidence. Find out all you can about the company's products and their problems in areas in which your training or experience would be a definite asset to them. Learn all you can about the person who will be conducting the interview. Be prepared to explain to him in a convincing manner that you have what his company needs to increase production, expand, show higher profits or gain prestige. Review examples in your training to relate to the employer which emphasize your knowledge of problems commonly encountered in the occupation and their solutions.

On the day of the interview, be rested and alert. Again, first impressions are not always correct, but very often we are judged by them. Give careful attention to your dress and grooming. For men: dress as you normally would to go to church. Wear a well-pressed business suit, white shirt, matching tie and socks, shoes polished; have a fresh hair cut (not of the extreme type), and clean fingernails. A clean-cut, neat appearance is of utmost importance. For women: wear clothes of simple style and soft color, avoid overdress and exotic hair styles.

Be sure to greet the employer with a warm smile and pronounce his name correctly. Give a firm handshake but don't break his bones. Arrive at the employment office a little ahead of the time of your interview, since many of the companies will request you to fill out an application before the interview. It is of utmost importance that you follow instructions to the letter when filling out the application, making sure it is correct in every respect. This means, of course, that you should carry with you a reliable pen and at least one sharp pencil.

Do not make the fatal mistake of saying to the employer "I don't know what I want to do but hope you can suggest something." "I can do anything if given the chance to learn." Always apply for a specific type of job. If no opening exists, inquire if jobs are available in related areas for which you may also be qualified.

Don't try to do all the talking, but make it easy for the employer to appraise you. A genuine interest in the employer's explanations and alert attention are, of course, important for your success. When you appear for the interview have your qualifications and good points well in mind and be prepared to talk in terms which will convince the employer that it will serve his interests to employ you.

When the salary subject arises you may find it necessary to negotiate to some extent if the initial offer is not what you think you may get elsewhere. You should know before the interview the average wage for comparable services in the area for which you are applying and also in the geographical area.

Finally, when you get home, write the employer a letter thanking him for the time and consideration given you. This should be done whether you were employed or not. If you did not get the job, such a letter could very well cause the employer to have a change of heart.

Class sessions 12, 13, and 14 should be spent having role playing demonstrations of interviews. Instructors should assign parts to students, assisting them in preparing the script.

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Hoppock, Robert. OCCUPATIONAL INFORMATION New York: McGraw-Hill 1963.

Lifton. KEYS TO VOCATIONAL DECISIONS. Chicago: Science Research Associates 1964.

Maier, Norman R. PSYCHOLOGY IN INDUSTRY. Boston, Massachusetts: Houghton Mifflin Company 1965.

Spriegel and Lansburch. INDUSTRIAL MANAGEMENT. New York: John Wiley and Sons.

Sypherd, Fountain and Brown. THE ENGINEERS MANUAL OF ENGLISH. New York: Scott, Foresman and Company.

WHO'S HIRING WHO
Pocket Books, Inc., 630 Fifth Avenue, New York, New York 10020
Single Copy price $2.00. Subscription price $6.50 for four issues, published semi-annually by: The Manpower and Management Corporation, 888 17th Street, N. W., Washington, D.C. 20006

Appendix J

NORTH GEORGIA TECH STUDENT HANDBOOK

1967-1968

PURPOSE OF THE HANDBOOK

This handbook is provided to assist new students in becoming acquainted with The North Georgia Technical and Vocational School. It is designed as a guide to orient all students to school functions, organizations, and rules and regulations. Each student should keep this handbook as a ready reference to questions which may arise during the school year. The handbook was originated and prepared by the Student Personnel Office and the Faculty Advisory Committee for Student Personnel Services.

The North Georgia Technical and
Vocational School
Clarkesville, Georgia 30523

Telephone 754-2131

MESSAGE FROM THE DIRECTOR

Dear Students:

The Fall of 1967 marks the beginning of the 24th year of operation of The North Georgia Technical and Vocational School. Since its founding, in 1943, North Georgia Tech has had more than twenty thousand students enrolled and has turned out thousands of qualified workers who are now occupying positions of leadership in the industries of Georgia and the South. industry and the business world have learned the value of "North Georgia Tech trained men and women", and the constant demand for our graduates has encouraged us to continue with the highest quality vocational training possible.

To you, our students, I urge you to take advantage of every opportunity afforded you in the classroom and laboratory, and develop your skills to the highest peak of perfection to follow in the splendid tradition which has been the trademark of this institution.

You will find that we have a sincere interest in you as an individual because you, the student, are our business and only business. Our specific goal is to prepare you to get a good job and to live a productive, satisfying life. We are delighted that you have come our way and it is our sincere hope that your days here will be most beneficial in the years ahead.

Sincerely,
H. O. CARLTON
Director

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SCHOOL YEAR CALENDAR
1967-68

August 14	Registration for First Quarter
September 4	Labor Day Holiday
November 16	First Quarter Ends
November 17	Registration for Second Quarter
November 23, 24	Thanksgiving Holidays
December 22	School ends for Christmas Holidays
January 2	Classes resume
March 1	Second Quarter Ends
March 4	Registration for Third Quarter
March 15	School closed for G.E.A.
April 15	Easter (Spring Holiday)
June 7	Third Quarter Ends (Graduation)

The School operates on a quarter system with the school year divided into three quarters. Each quarter is 68 days in length, or approximately three months. The School year is from August to June. Classes are conducted five days a week, six hours a day, from 8:25 A.M. to 3:35 P.M.

GENERAL SCHOOL INFORMATION

History and Location — The campus of The North Georgia Technical and Vocational School was originally developed as the campus of the Ninth District Agricultural and Mechanical School. The A and M School was active from 1907 to 1933, and in 1934 the facilities were used by Columbia University as a laboratory for the study of rural education. From 1936 to 1943 the campus was occupied by the National Youth Administration.

The Georgia State Board of Education, realizing the need for training for those people of Georgia who would not finish high school or who would not go to college, approved a plan in 1943 for a system of state trade schools. The first school established under this plan was the North Georgia Trade and Vocational School, which began operation in the fall of 1943. As the demand for technical training grew, more course offerings were added in this area and the name of the school was changed in 1962 from the North Georgia Trade and Vocational School to "The North Georgia Technical and Vocational School."

The School is located in a picturesque mountain setting at Clarkesville, Georgia, county seat of Habersham County and junction point of five state highways.

Clarkesville is 35 miles north of Gainesville and 92 miles from Atlanta on highway 23. The School campus is one and one-half miles from town on highway 197.

Objectives of the School—The philosophy of the School embraces the idea that "learning by doing", supported by the necessary technical information, is the most vital factor in vocational education. Excellent opportunity is provided for learning vocational skills through classroom instruction in theory and practical application of the fundamentals in modern, well-equipped shops and laboratories.

The major objectives of the School are as follows:

1. To provide certain young people with that education best suited to their needs, their aptitudes, and their capacities.

2. To provide its students through quality vocational training, with marketable skills which gain for them useful and profitable employment.

3. To provide an opportunity for vocational training for those students who live too far from a vocational center to commute.

4. To provide training in the "more rare occupations" where only one training course may be maintained to supply the needs of the state.

5. To provide re-training opportunities consistent with the emerging skill demands of the economy for older workers and the unemployed.

It is the continuing policy of The North Georgia Technical and Vocational School to seek new and better ways to further implement these objectives and to be constantly alert to the changing trends of the country's labor problems and demands.

Physical Facilities — The campus contains an administration building and seven buildings which house 22 modern classrooms, shops, and laboratories. There are three dormitories for male students and one dormitory for female students. In addition, there is a spacious dining hall; a laundry and dry-cleaning facility; a gymnasium equipped with game rooms and a large, indoor swimming pool; a canteen; and facilities for many outdoor recreational activities. The school property consists of 364 acres of land with the campus proper located on approximately 30 acres.

Types of Courses: Full-Time Preparatory Courses are offered during the day in four general areas: Technical, Trade, Business, and Health occupations.

Evening Extension Classes are offered two nights a week, three hours a night, designed to meet the particular needs of special employed workers.

Part-Time Preparatory Evening Classes in Business Education are offered two nights a week, three hours a night, for persons seeking employment in office occupations.

Faculty—The faculty of the School consists of men and women who possess special qualifications of knowledge and experience in their particular occupational field. Each instructor has additional professional preparation for teaching and specialized schooling to keep him up-to-date on the modern methods and skills of his trade.

Advisory Committees — Standards of training are maintained through the assistance of Advisory Committees which are set up by the School. The General Advisory Committee is composed of leaders from the various fields of industry and trade. This committee makes recommendations concerning the entire school program and provides advice for specific courses of study. There are also Craft Committees for each specific course, and these leaders evaluate training and make recommendations for improvement in job standards.

Agency Approval—The courses at North Georgia Tech are approved by the Vocational Rehabilitation programs of Georgia and several surrounding states. Most of the courses are approved by the Veterans Administration for all the educational and rehabilitation programs under its jurisdiction. The Bureau of Indian Affairs has approved most courses for students from the Cherokee Indian Reservation, Cherokee, N. C.

ADMINISTRATIVE STAFF DIRECTORY

H. O. Carlton	Director
James H. Marlowe	Director, Student Personnel Services (Counselor)
J. A. Grant	Dean of Students
James D. Higdon	Instructional Supervisor
George W. Elrod	Director, Recreation and Athletics
Homer A. Brown	Business Manager
Louie W. Kennedy	Maintenance Supervisor

OTHER STAFF PERSONNEL

Helen Davis	Secretary to Director
Phenie Ashe	Secretary to Director of Student Personnel Services
Marie Kimzey	Secretary to Dean of Students
Beth Black	Secretary to Instructional Supervisor
Mary Helen Mewborn	Cashier
Judy Ellison	Receptionist
Lois Barron	Principal Accounting Clerk
Lucille Holleman	Dietitian
Rubye Burrell	School Nurse
Ruth W. Hartley	Girls' Dormitory Director

FACULTY DIRECTORY

(By Department)

Automotive Body Repair
- Isaac N. Smith
- Tommy Spencer

Automotive Mechanics
- A. M. Church
- Jack R. Crosby
- Bert E. Voshell

Business Education
- Linda J. Black
- Polly Ryals
- Polly Trexler
- Charles Tyre

Carpentry-Cabinetmaking
- Homer Tatum

Cosmetology
- Margaret B. Cruce
- Willie Mae Whitaker

Drafting
- William F. Grant

Electrical Appliance Servicing
- Joe H. Hutcherson
- J. C. Winchester

Electrical Construction
- Leon Meeks
- Albert A. Thrasher

Electronics Technology
- Boyd M. Anderson
- Alex M. Crowder
- George O. Payne

Fabric Maintenance
- Buddy Dawkins

Landscape Technology
- Harold Cunningham

Machine Shop
- Glenn Mauney
- George Seay

Masonry Trades
- Dan A. Dixon
- Kenneth W. Witcher

Mechanical Technology
- John F. Dillon, Jr.
- Eugene H. Peyton

Medical Laboratory Assistant
- Sonja D. Bowen
- Barbara J. Schick

Photography
- Louie Dean

Practical Nursing
- Cleo Adams
- Virginia R. Burch

Radio-Television Servicing
- Roy Chastain
- Lamon J. Kinsey

Refrigeration-Air Conditioning
- W. H. Coe
- Robert Z. Hencely

Shoe Repair
- Obhie S. Robinson

Small Engine Mechanics
- J. H. Wheelus

Watch Repair
- Julian R. Lindsey

CAMPUS SECURITY POLICE

Alton White	Chief
Sanford Wall	Patrolman
Henry Ivester	Patrolman

FOOD SERVICE

Jewell C. Erwin	Cook
Arthur F. Fry	Chief Cook
George Fry	Butcher
Buren C. Lovell	Baker
Jesse H. James	Cook
Arvil (Bud) Allen	Cook
Lewis L. Ramsey	Assistant Baker
Joseph L. Hunter	Chief Cook
Elsie Hunter	Cook
Patrick Coleman	Custodian

CAMPUS MAINTENANCE

Paul Byers	Warehouse Supervisor
Boyd Sims	Campus Maintenance
Ancel Roach	Campus Maintenance
Jim C. Jones	Campus Maintenance
Edwin Wooten	Campus Maintenance
Dewey Brooks	Painter
Henry G. McAllister	Carpenter
Bertie Langston	Custodian, Girls' Dormitory
Roy L. McIntyre	Janitor
Allen J. Russell	Janitor
Claude H. Eller	Janitor
Kenneth K. Hill	Janitor
Porter Lovell	Farm Supervisor

RULES AND REGULATIONS

General Campus Rules—All students are expected to conduct themselves as ladies and gentlemen at all times. Intoxicating liquors, profane language, gambling, and hazing are prohibited.

No firearms are allowed on campus.

Each student is expected to cooperate at all times in keeping the grounds and buildings clean and attractive.

Campus Dress—Students are expected to dress in a manner as prescribed and required by the particular department in which they are enrolled. All students are required to wear proper street clothes to the dining hall. No shorts at any time in dining hall.

Dining Hall — Students must appear promptly for meals and conduct themselves in a proper manner in the dining hall. At the conclusion of the meal, each student will be expected to carry his dishes to the counter and dispose of them in the manner prescribed. No student may enter the kitchen at any time without permission.

School Clinic—A qualified nurse is on duty in the school clinic from 8:00 A.M. to 4:45 P.M., Monday through Friday. A physician is on duty in the clinic each Tuesday and Thursday morning prior to class hours. All excuses from classes must be written by either the physician or nurse. Non-boarding students who are absent from class due to illness must provide a written statement from their physician.

Boarding students are required to report for medical attention prior to 8:25 A.M., except in emergencies. All cases of sickness or injury during class hours must be reported to the instructor. Sickness or injury at any other time must be reported to the dormitory director or the school nurse. Students excused from class because of sickness shall not participate in recreational activities or leave the campus later in the day or night.

Emergency Absences—In cases of emergencies, instructors, house-parents, or the campus security police may grant excused absences provided the student reports the nature of the emergency to the Dean of Students immediately upon his return to the campus. Non-boarding students are required to inform the School if they expect to be absent or, in cases of emergency, inform the School immediately upon their return to class.

Automobiles — Boarding students are permitted to have automobiles on campus. There are certain regulations which must be adhered to by both boarding and non-boarding students regarding the operation and parking of these vehicles. All automobiles must be registered with the proper school official and the parking permit must be displayed in a prominent position on the windshield. Specific regulations are as follows:

1. Boarding students are not to drive cars to shops or classes.
2. Students are not permitted to park in the dining hall area.
3. No parking on street in front of Bryant Hall at any time.

4. No parking immediately in back of Bryant Hall at any time.
5. No parking in driveway around Auto Mechanic shop at any time.
6. Students living in dormitories must park in the prescribed areas as follows:
    a. Lassiter Hall residents will park in the south parking lot.
    b. Bryant Hall resident will park in the lot in front of Auto Body Shop.
    c. Holder Hall residents will park in area behind Holder Hall and in gymnasium parking lot.
    d. Girls' Dormitory residents will park in lot behind girls' dormitory.
    e. Non-boarding students enrolled in Cosmetology, Medical Lab., and Practical Nursing courses may park in back of girls' dormitory. All other day students will use the parking lot in front of the Auto Body Shop.
7. Reckless driving, racing of motors, and loud mufflers are not permitted on campus.

Students who do not abide by these rules will be subject to penalties including fines, having the vehicles impounded, or withdrawal of permit to have the automobile on campus.

GENERAL DORMITORY REGULATIONS

Guests in Dormitories — Students having overnight guests should make arrangements with the dormitory director. Guests are under the same dormitory regulations as students and the host is responsible for the conduct of his guest.

Fire Alarms — Any student found guilty of tampering or playing with fire alarms or equipment will be subject to severe disciplinary action.

Telephones—The telephones are placed in the dormitories for the students' convenience. Any abuse of this privilege will result in disciplinary action for the student and/or removal of the telephones.

Damage to Property — Occupants of a room will be held responsible for damage to personal and school property. Willful misuse or damage to student or school property will result in financial remuneration and/or disciplinary action.

Closing of Dormitories — Dormitories will be closed on all school holidays. Students who have a special need to remain on campus during such holidays must make special arrangements with the Dean of Students.

GIRLS' DORMITORY REGULATIONS

1. Girls are required to be in the dormitory at 9:00 P.M. except for date nights. On date nights girls must be in the dormitory at 10:45 P.M. except on Friday and Saturday nights when they must be in at 11:45 P.M.
2. Lights out at 11:00 P.M. on nights preceding school days. Lights out at 12:00 midnight on Friday and Saturday nights.
3. Girls are permitted to have three dates a week; Friday and Saturday nights and one night preceding a school day.
4. No lobby dates are allowed on nights preceding school days. Lobby dates are permitted on Friday and Saturday nights and on Sunday from 2:00 P.M. to 4:00 P.M.
5. All girls must have permission from parents to leave campus while enrolled in school. A special form for parents to sign is provided at the beginning of the school year which states that the girl has general permission to leave campus when necessary. An exception to this is as follows:
    a. When a girl wishes to be away from campus on an overnight visit, she must have written permission from her parents on each occasion.
6. Girls are required to sign out of the dormitory any time they leave campus, which includes where they are going, with whom they are going, time they leave, expected time of return, and time they actually return.

7. When leaving campus girls are required to wear street clothes. Exceptions may be made on special occasions.
8. Girls are permitted to wear bermuda shorts (no short-shorts) on campus after school hours during the week and on Saturdays, however, shorts are not to be worn in the dining hall at any time.
9. Quiet hours for study in the dormitory are from 9:00 P.M. to 11:00 P.M. each night preceding a school day.
10. Girls are not allowed to receive telephone calls, except from parents, during the quiet hours for study, and only in emergencies after 11:00 P.M.
11. Rooms are to be kept clean and neat by those occupying them, and are subject to inspection at all times. Disciplinary action will be necessary for those who do not cooperate in carrying out this regulation.
12. Girls are permitted to have radios, record-players, televisions with inside antennas, electric irons, electric fans, and hair-dryers in their rooms. No other appliances are allowed.
13. Girls must be properly dressed when outside of their rooms. Adequate clothing must be worn in the lobby, halls, and recreation room.

14. Smoking will be permited in the dormitory as long as students do not abuse this privilege by such acts as throwing cigarette butts on the floor, smoking in bed, and leaving burning cigarettes lying around.
15. Girls are not permitted to visit other student rooms unless the occupant of that room is present.
16. All forms of hazing, scuffling, and horseplay are strictly prohibited.
17. Automatic washers and dryers are available for student use. These will continue to be available as long as students do not abuse the facilities.

BOYS' DORMITORY REGULATIONS

1. Quiet hours for study purposes are from 9:00 P.M. to 10:30 P.M. each night preceding school day, and boys are required to be in their rooms with lights out at 11:00 P.M.
2. No student, after being assigned to a room, is permitted to move to another room without clearing the move with the dormitory director.
3. Rooms are to be kept clean and neat by those occupying them and are subject to inspection at all times. Time is allowed before class each morning for students to get their rooms in good condition. Disciplinary action will be necessary for those who do not cooperate in carrying out this regulation.
4. Electrical appliances may be permitted in dormitory rooms within reasonable limits.
5. Students are requested not to leave lights burning when out of their rooms.
6. Students must be properly dressed when outside of their rooms. Some clothing must be worn going to and from shower baths.
7. Smoking will be permitted in the dormitory as long as students do not abuse this privilege by such acts as throwing cigarette butts on the floor, smoking in bed, and leaving burning cigarettes lying around.

8. Boys are not allowed to visit other student's rooms unless the occupant of the room is there.

9. All forms of hazing, scuffling, and horseplay are strictly prohibited.

10. No pictures are to be pasted or taped on the walls.

11. Students leaving campus on weekends must sign out with the dormitory director.

ACADEMIC POLICIES

Grading System — The following grading system is used in all courses:

Point Scale	Numerical Value
4.0	100
3.0	90
2.0	80
1.0	70
U (Unsatisfactory)	Below 70

Grade Reports — A report of grades is mailed to parents or guardians at the end of each quarter. If the student is doing unsatisfactory work, grades are reported at the end of each month.

Provisional Acceptance — During the admissions process students are occasionally accepted for courses of study on a provisional basis. This means that they are provided a trial period in that course for at least three months or until there is indication of satisfactory work. Students who do not make satisfactory grades within this period may be subject to dismissal from the course.

Academic Probation — Students making unsatisfactory grades are subject to academic probation for a period of from 30 to 90 days. If satisfactory grades are not achieved during the probationary period the student is subject to dismissal from the course.

Course Transfer — Students have the privilege of transferring from one course to another while enrolled in school provided:

1. they give sufficient reason.

2. they have the necessary qualifications for entering another course.

3. there is a beginning class in the other course, or transfer is made within a reasonable time after the course begins.

In most courses a student cannot transfer after the course has progressed more than two weeks. Students desiring to transfer must consult with the School Counselor or the Dean of Students and receive permission to make the change.

Attendance — There are NO allowable unexcused absences. Students who have any absences must arrange with the instructor to make up the work. Students absent up to six (6) days in any quarter for any reason will not receive credit for units covered unless:

1. Work is made up at the discretion of the instructor.

2. Student repeats units not completed.

Honor Roll — Students who maintain a 3.0 or higher grade point average during any quarter and who are recommended by their instructor are named to the Honor Roll. Students who are named to the Honor Roll at least two of the three quarters prior to their graduation are considered Honor Graduates and special recognition is provided at the graduation exercises.

Graduation — A graduation exercise is held at the end of each school year and all students who satisfactorily meet the requirements for graduation within that school year are eligible to participate.

Diplomas — Upon satisfactory completion of a course of training the student is provided with a diploma. This certificate indicates that the student has satisfactorily met all the requirements in a particular course. Student fee for this diploma is $1.00, and the diploma cover is $2.00. It is the responsibility of the student to pay this fee prior to graduation.

Transcript of Grades — A transcript of final grades, indicating units of instruction, hours of training, and final grades, is provided the student upon request to the Dean's office.

Withdrawal Procedures — All students who graduate or terminate their course of training are required to follow certain withdrawal procedures. The student must obtain a withdrawal slip from the Dean's office and follow the prescribed procedures. The purpose of this procedure is to provide the student with a clean record of clearance from the School.

Re-instatement — Students who are dismissed from the School for either academic or disciplinary reasons, and who desire re-instatement, must make their request for readmission in writing to the Dean of Students. All decisions regarding readmission are made by the School Admissions Committee.

NOTE: Each department has more specific academic policies. Students are provided with information about policies in their particular department upon enrollment.

GENERAL CAMPUS INFORMATION

Mail Service — Student mail is delivered and picked up in each department twice a day during the week. On Saturdays, student mail is provided at the receptionist's desk in the administration building between 9:00 A.M. and 11:00 A.M. Student mail is brought to the dining hall during the noon meal on Sundays.

Laundry Service—Student laundry and drycleaning must be brought to the School laundry on Mondays between 7:15 A.M. and 8:25 A.M., and picked up on Fridays between 7:15 A.M. and 8:25 A.M., and during the lunch period. Students will be advised regarding the quantity allowed during orientation at the beginning of each quarter.

Book Store—The School Book Store is located in the basement of the administration building. A schedule is set up by department for students to purchase books during registration week in the fall quarter and at the beginning of each quarter. At other times the book store is opened upon request. Students should contact the secretary to the Instructional Supervisor.

Transportation Service—The School bus provides a regular schedule of trips to town each week. The bus leaves from the Business Education building each Tuesday and Thursday at 3:45 P.M. and returns to the campus at 5:00 P.M. Transportation to church is provided each Sunday with the bus leaving from the Girls' Dormitory at 9:30 A.M. and at 10:30 A.M.

Canteen—The campus canteen is operated in conjunction with the Vocational Rehabilitation Services for the Blind, and students are urged to cooperate with manager of this facility. It is open for students from 8:00 A.M. to 8:25 A.M., at break-time, during the lunch period, and after-school until 9:00 P.M. on week-days, from 8:00 A.M. to 9:00 P.M. on Saturdays, and on Sunday afternoons. No dancing is allowed in the canteen.

STUDENT GOVERNMENT

The Student Government Organization provides the students a voice in the government of the School and assists the administration in carrying out policies and regulations of the School. It is composed of a President and Vice-President, elected by the student body, and a representative from each department on campus. The representatives are elected by each department. The representatives from each department are the Reviewing Committee, and functions in disciplinary cases referred by the administration.

The Adjustment Committee is composed of students elected by the student body and faculty members appointed by the School Director. This committee has the final voice in all cases except those referred to the Director.

WHOM TO SEE ABOUT WHAT

Student Affairs	Student Personnel Director
Academic Problems	Dean or Counselor
Counseling	Counselor
Course Transfer	Student Personnel Director or Counselor
Withdrawal	Dean or Counselor
Insurance and accidents	Cashier
Housing	Dean
Class rings, pins, etc.	Cashier
Extension Courses	Student Personnel Director
Job Placement	Counselor
Selective Service Information	Dean
Financial Aid	Dean or Student Personnel Director
Textbooks	Secretary to Instructional Supervisor
Automobile Permits	Dean or Recreation Director
Payment of Fees	Business Manager

Appendix K

SEPTEMBER 1966 WORK CONFERENCE PARTICIPANTS FROM OTHER STATES

James R. Bishop, State Supervisor, Vocational Counseling, Department of Education, Montgomery, Alabama

Kearney Campbell, Director, Division of Guidance Services, Department of Education, Commonwealth of Kentucky, Frankfort, Kentucky

Arnold Frietag, Program Services Representative, Division of Vocational, Technical, and Adult Education, Department of Education, Tallahassee, Florida

Everett P. Hilton, Assistant Superintendent for Vocational Education, Commonwealth of Kentucky, Frankfort, Kentucky

Jerry Gaither,. State Supervisor of Vocational Guidance, State Department of Education, Nashville, Tennessee

George O. Smith, Jr., State Supervisor of Vocational Guidance, State of South Carolina, Department of Education, Columbia, South Carolina

Appendix L

PARTICIPANTS AT NATIONAL CONFERENCE ON STUDENT PERSONNEL SERVICES IN AREA VOCATIONAL-TECHNICAL SCHOOLS

October 10 and 11

Dr. Walter Arnold, Director, Division of Vocational-Technical Education
U. S. Office of Education
Washington, D. C.

Mr. Gary L. Arthur, Counselor
DeKalb Area Vocational-Technical School
Clarkston, Georgia

Mr. Jim Athen, Consultant, Guidance Services Section
Department of Public Education
Des Monies, Iowa

Mr. William T. Barnes, Assistant Coordinator of Student Personnel
Services, Macon Area Vocational-Technical School
Macon, Georgia

Mr. Alex Baranski, Guidance Counselor
Marietta-Cobb Area Vocational-Technical School
Marietta, Georgia

Mr. Robert L. Bess, Assistant Coordinator of Student Personnel
Services, Savannah Area Vocational-Technical School
Savannah, Georgia

Mr. James R Bishop, State Supervisor, Vocational Counseling
Department of Education
Montgomery, Alabama

Mr. Maurice Boatwright, Director
Swainsboro Area Vocational-Technical School
Swainsboro, Georgia

Mr. Ed Bodenhamer, Associate Director for Area School Programs
Division of Vocational Education
Atlanta, Georgia

Dr. Warren C. Bonney, Professor of Education
College of Education, University of Georgia
Athens, Georgia

Dr. James E. Bottoms, Associate Director for Leadership Services -
Guidance, Division of Vocational Education
Atlanta, Georgia

Mr. Keyes Bowman, Assistant Coordinator of Student Personnel Services
Atlanta Area Technical School
Atlanta, Georgia

Mr. Len S. Brenchley, Vocational Guidance Counselor
Idaho State University, Area Vocational-Technical School
Pocatello, Idaho

Mr. Ben Brewton, Director
Macon Area Vocational-Technical School
Macon, Georgia

Dr. Clay V. Brittain, Coordinator of Guidance Projects
Division of Adult and Vocational Education, U. S. Office of Education
Washington, D. C.

Mr. Frank Brown, State Supervisor, Occupational Information &
Guidance Services, Vocational-Technical Education Division
Carson City, Nevada

Mr. John Bruton, Assistant Coordinator
Area Vocational-Technical Schools
Stillwater, Oklahoma

Mr. Niel Carey, State Supervisor of Vocational Guidance
State Department of Education
Baltimore, Maryland

Mr. Don Cargill, Coordinator of Student Personnel Services
Troup County Area Vocational-Technical School
LaGrange, Georgia

Mr. Harry Carlson, Dean of Students,
Los Angeles Trade-Technical College
Los Angeles, California

Mr. LeRoy Cavanar, Guidance Consultant, Vocational Education
State Board for Vocational Education
Denver, Colorado

Mr. Lorran C. Celley, Supervisor of Guidance Services
State Board of Vocational-Technical & Adult Education
Madison, Wisconsin

Dr. Huey E. Charlton, Professor of Education
Guidance Department, Atlanta University
Atlanta, Georgia

Dr. B. E. Childers, Director, Adult, Vocational & Library Programs
U. S. Office of Education, Regional Office IV
Atlanta, Georgia

Mr. Lindell R. Churchill, Director of Admissions
Nebraska Vocational-Technical
Milford, Nebraska

Mr. James F. Clark, Director
DeKalb Area Technical School
Clarkston, Georgia

Dr. Ray Cleere, Head, Counselor Education Program
Department of Psychology, West Georgia College
Carrollton, Georgia

Mr. Carol Coons, Director
Savannah Area Vocational-Technical School
Savannah, Georgia

Dr. John Coster, Director
Center for Occupational Education, North Carolina State University
Raleigh, North Carolina

Mr. George A. Corley, Coordinator of Student Personnel Services
Columbus Area Vocational-Technical School
Columbus, Georgia

Mr. Burl Cowan, Coordinator of Student Personnel Services
Lanier Area Vocational-Technical School
Oakwood, Georgia

Mr. Jack Cox, Director
Carroll County Area Vocational-Technical School
Carrollton, Georgia

Mr. Maurice Culberson, Director
Coosa Valley Vocational-Technical School
Rome, Georgia

Mr. Jack Davis, Director of Student Personnel Services
Asheville-Buncombe Technical Institute
Asheville, North Carolina

Mr. Byron Elmore, Guidance Counselor
North Georgia Technical-Vocational School
Clarkesville, Georgia

Mr. Reynold Erickson, State Supervisor of Guidance
State Department of Education
St. Paul, Minnesota

Mr. Bill Estes, Coordinator of Student Personnel Services
Waycross-Ware County Vocational-Technical School
Waycross, Georgia

Mr. David Farrior, Coordinator of Student Personnel Services
Augusta Area Technical School
Augusta, Georgia

Mr. Robert Ferguson, Director
Atlanta Area Technical School
Atlanta, Georgia

Mr. Loran Frazier, Vocational Guidance Director
Helena Vocational-Technical School
Helena, Montana

Mr. Arnold J. Freitag, Consultant, Vocational Guidance
State Department of Education
Tallahassee, Florida

Dr. Albeno P. Garbin, Occupational Sociology Specialist, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, Columbus, Ohio

Mr. O. A. Gabriel, Student Services Counselor
Vocational-Technical, Adult Education, District 4
Madison, Wisconsin

Mr. Thomas G. Garrison, Supervisor of Vocational Guidance
Department of Public Instruction
Indianapolis, Indiana

Mr. Jack N. Gay, Coordinator of Post Secondary Education and
Student Personnel Services, Moultrie Area Vocational-Technical School
Moultrie, Georgia

Mr. Joseph D. Godsey, Director, Vocational Programs Development, Post-Secondary, Texas Education Agency, Austin, Texas

Mr. Perry Gordy, Director
Columbus Area Vocational-Technical School
Columbus, Georgia

Mr. Charles H. Green, Director of Post-Secondary Vocational-Technical Education, State Department of Education
Concord, New Hampshire

Mr. Ray F. Greeson, State Supervisor of Distributive Education
Area Schools Program, State Department of Education
Atlanta, Georgia

Dr. Norman Gysbers, Associate Professor of Education
University of Missouri
Columbia, Missouri

Mr. Don C. Hall, Coordinator of Student Personnel Services
Atlanta Area Technical School
Atlanta, Georgia

Mr. George Hardy, Director
Augusta Area Vocational-Technical School
Augusta, Georgia

Mr. J. Aubrey Harris, Director
Pickens County Area Vocational-Technical School
Jasper, Georgia

Mr. Doug Harris, Coordinator of Student Personnel Services
Macon Area Vocational-Technical School
Macon, Georgia

Mr. Kenneth Hay, Area Vocational-Technical School Supervisor,
State Department of Education
Topeka, Kansas

Mr. Ford Hayes, Director
South Georgia Technical-Vocational School
Americus, Georgia

Dr. Sidney C. High, Project Officer
Educational Resources Development Branch, U. S. Office Education
Washington, D. C.

Mr. Harvey C. Hirschi, Occupational & Career Guidance Specialist
Utah State Board of Education
Salt Lake City, Utah

Dr. William Hitchcock, Chairman
Counselor Education Program, Georgia Southern College
Statesboro, Georgia

Mr. W. W. Hobbs, Director
Moultrie Area Vocational-Technical School
Moultrie, Georgia

Mr. Coy L. Hodges, Coordinator of Student Personnel Services
Griffin-Spalding Area Vocational-Technical School
Griffin, Georgia

Mr. Paul M. Hodgson, Assistant Superintendent, Vocational-Technical
Education & Extended Services, Department of Public Instruction
Dover, Delaware

Mr. Don Hogan, Coordinator of Student Personnel Services
Athens Area Vocational-Technical School
Athens, Georgia

Mr. Shirell Holbrook, Assistant Director and Counselor
Pines Vocational-Technical School
Pine Bluff, Arkansas

Mr. Wendell Hoomes, Coordinator of Student Personnel Services
Carroll County Area Vocational-Technical School
Carrollton, Georgia

Mr. Lamar Holloway, Director
Valdosta Area Vocational-Technical School
Valdosta, Georgia

Mr. Barnard S. Holt, Coordinator of Student Personnel Services
Marietta-Cobb Area Vocational-Technical School
Marietta, Georgia

Mr. Charles Houston, Guidance Counselor
Augusta Area Vocational-Technical School
Augusta, Georgia

Dr. Kenneth Hoyt, Professor of Education
College of Education, University of Iowa
Iowa City, Iowa

Mr. Edward P. Ike, Coordinator of Student Personnel Services
Savannah Area Vocational-Technical School
Savannah, Georgia

Mr. Wayne Israel, Assistant Coordinator of Student Personnel Services
Albany Area Vocational-Technical School
Albany, Georgia

Mr. Carlton A. B. Jackson, Assistant Coordinator of Student Personnel
Services, Columbus Area Vocational-Technical School
Columbus, Georgia

Mr. Delbert R. Jerome, Supervisor of Vocational Guidance
Department of Vocational Education
Phoenix, Arizona

Dr. Bernard A. Kaplan, Associate Director for Ancillary Services
Division of Vocational Education, State Department of Education
Trenton, New Jersey

Mr. Allen Delsay, Supervisor, Guidance Services
State Department of Education
Jefferson City, Missouri

Mr. Charles Kent, Supervisor Guidance & Testing
State Department of Education
Richmond, Virginia

Mr. Vincent W. Kidd, Guidance Counselor
Hazard State Vocational School
Hazard, Kentucky

Miss Bertha King, State Supervisor of Home Economics
Area Schools Program, State Department of Education
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Thomas Area Vocational-Technical School
Thomasville, Georgia

Mr. E. V. Langford, Director
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Albany Area Vocational-Technical
Albany, Georgia

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Atlanta City Schools
Atlanta, Georgia

Mr. L. L. Leverette, Director
Marietta-Cobb Area Vocational-Technical
Marietta, Georgia

Mr. John H. Lloyd, Jr., State Supervisor of Technical Education
Area Schools Program, State Department of Education
Atlanta, Georgia

Mr. John R. Lovegrove, Program Officer
Elementary & Secondary Education, U. S. Office of Education, Regional Office IV, Atlanta, Georgia

Mr. E. G. McCants, Director
Upson County Area Vocational-Technical School
Thomaston, Georgia

Mr. Joe McDaniel, State Supervisor, Vocational Guidance
State Department of Education
Jackson, Mississippi

Mr. Sylvester McMillan, Guidance Counselor
Atlanta Area Technical School
Atlanta, Georgia

Mr. Charles Mantooth, Assistant Coordinator of Student Personnel Services, Waycross-Ware County Vocational-Technical School
Waycross, Georgia

Mr. James Marlowe, Coordinator of Student Personnel Services
North Georgia Technical and Vocational School
Clarkesville, Georgia

Mr. R. Gilbert Martin, Guidance Counselor
Atlanta Area Technical School
Atlanta, Georgia

Dr. Kenneth Matheny, Chairman
Guidance and Counseling Department, Georgia State College
Atlanta, Georgia

Mr. Seab H. Miller, Coordinator of Student Personnel Services
Valdosta Area Vocational-Technical School
Valdosta, Georgia

Mr. Harold Moore, Dean of Students
South Georgia Technical-Vocational School
Americus, Georgia

Mr. Lewis Moorer, Supervisor
Area Schools
Nashville, Tennessee

Mr. John P. Morine, Senior Supervisor of Vocational Education
State Department of Vocational Education
Boston, Massachusetts

Mr. George W. Mulling, State Director
Division of Vocational Education, State Department of Education
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Mr. Michael Murphy, Program Specialist
Vocational Industrial Education, State Department of Education
Charleston, West Virginia

Mr. Jack P. Nix, State Superintendent of Schools
State Department of Education
Atlanta, Georgia

Mr. Fred Otte, Assistant Director, Project 236
Division of Vocational Education, State Department of Education
Atlanta, Georgia

Mr. Robert Palmer, Dean of Students
Portland Community College
Portland, Oregon

Mr. Bob Pardue, State Supervisor of Publications & Public Information
Division of Vocational Education, State Department of Education
Atlanta, Georgia

Mr. Richard D. Parker, Consultant
Guidance & Counseling Services, Department of Public Instruction
Pierre, South Dakota

Mr. James Paschal, Assistant Coordinator of Student Personnel Services
Augusta Area Vocational-Technical School
Augusta, Georgia

Mr. Louis Phillips, Coordinator of Instructional Programs
Athens Area Vocational-Technical School
Athens, Georgia

Mr. Dea Pounders, Director
Walker County Vocational-Technical School
Rock Spring, Georgia

Mr. David H. Pritchard, Vocational Guidance Specialist
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Washington, D. C.

Mr. Charles Rice, Coordinator of Student Personnel Services
Coosa Valley Vocational-Technical School
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Dr. Ralph M. Roberts, President
Southern Association of Counselors, Educators, and Supervisors
Professor of Education, University of Alabama, University, Alabama

Mr. Richard Runyan, Coordinator of Student Personnel Services
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Thomas Area Vocational-Technical School
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Mr. James Schenck, Industrial Training Specialist
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Dekalb Area Vocational-Technical School
Clarkston, Georgia

Mr. Paul Scott, Coordinator of Student Personnel Services
Walker County Vocational-Technical School
Rock Spring, Georgia

Mr. Paul Sewell, Director
Thomas Area Vocational-Technical School
Thomasville, Georgia

Dr. Byrl R. Shoemaker, Director of Vocational Education
State Department of Education
Columbus, Ohio

Mr. Wiley Simpson, State Supervisor of Business Education
Area Schools Program, State Department of Education
Atlanta, Georgia

Mr. Harold C. Skorpen, Associate in Higher Education Guidance
State Education Department
Albany, New York

Mr. Edward D. Smith, Guidance Specialist
Division of Guidance & Counseling, Bureau of Special Instruction
Harrisburg, Pennsylvania

Mr. Glenn E. Smith, Chief, Program Operation Section
Division of Vocational Education, State Department of Education
Lansing, Michigan

Mr. Jerry Smith, Coordinator of Student Personnel Services
Pickens County Area Vocational-Technical School
Jasper, Georgia

Mr. Jim Smith, Chief, Vocational Guidance Services
Vocational Education, Rehabilitation
Springfield, Illinois

Mr. John A. Snell, Chief
Bureau of Vocational Education, State Department of Education
Augusta, Maine

Mr. James E. Spradlin, Coordinator of Student Personnel Services
South Georgia Technical-Vocational School
Americus, Georgia

Mr. Owen K. Sterner, Coordinator of Student Personnel Services
DeKalb Area Technical-Vocational School
Clarkston, Georgia

Dr. Merle Strong, Coordinator of Guidance Activities
Division of Vocational-Technical Education, U. S. Office of Education
Washington, D. C.

Dr. Emeliza Swain, Professor of Education
College of Education, University of Georgia
Athens, Georgia

Mr. W. E. Thalleen, Assistant State Supervisor of Vocational Guidance
State Department of Education
Atlanta, Georgia

Mr. Charles H. Tobin, State Supervisor, Vocational Guidance
Department of Education
Providence, Rhode Island

Mr. Bob Todd, State Supervisor of Vocational Guidance
State Department of Education
Atlanta, Georgia

Mr. Pat R. Vigil, Counselor
Albuquerque Technical-Vocational Institute
Albuquerque, New Mixico

Mr. Dean F. Wagaman, State Supervisor, Vocational Guidance and
Counseling, Division of Vocational Education, State Board for
Vocational Education, Olympia, Washington

Mr. H. D. Waters, Director
Albany Area Vocational-Technical School
Albany, Georgia

Dr. Charles Weaver, State Guidance Supervisor
State Department of Education
Columbus, Ohio

Mr. John White
Assistant Coordinator of Student Personnel Services
Albany Area Vocational-Technical School
Albany, Georgia

Mr. William C. Whitman, Director of Vocational-Technical Education
Burlington High School
Burlington, Vermont

Mr. Don Wilson, Coordinator of Student Personnel Services
Swainsboro Area Vocational-Technical School
Swainsboro, Georgia

Mr. Donald Winters, Director
Waycross-Ware County Vocational-Technical School
Waycross, Georgia

Mr. E. F. Womack, State Supervisor of Trade & Industrial Education
State Department of Education
Atlanta, Georgia

Mr. R. H. Wynn, Director
Troup County Area Vocational-Technical School
LaGrange, Georgia

Appendix M

SAMPLE OF LETTERS RECEIVED AFTER NATIONAL CONFERENCE ON STUDENT PERSONNEL SERVICES IN AREA VOCATIONAL-TECHNICAL SCHOOLS

The Commonwealth of Massachusetts
Department of Education
Division of Vocational Education
200 Newbury Street, Boston
182 Tremont Street, Boston 02111

OCT 23 1967

October 19, 1967

Dr. Gene Bottoms
Associate Director for Leadership Services - Guidance
Division of Vocational Education
State Office Building
Atlanta, Georgia 30334

Dear Gene:

As I am finally getting caught up, I have time to thank you sincerely for the opportunity to attend the National Conference on Student Personnel Services in Area Vocational-Technical Schools. You did an explicit job in the arrangement of speakers and in the mechanics of the Conference. The papers were excellently presented and I have assigned some to a student in my class at Tufts University Graduate School to report on phases of your Pupil Personnel Services.

I want you to know that I appreciate being a part of the Conference.

Most sincerely,

Jack Morine

John P. Morine, Senior Supervisor
Occupational Information and Vocational Counseling

JPM:bc

VT 0515-

OCT 18 1967

OKLAHOMA
STATE BOARD FOR VOCATIONAL EDUCATION
FRANCIS T. TUTTLE, DIRECTOR
1515 WEST SIXTH AVENUE
STILLWATER, OKLAHOMA 74074

October 16, 1967

RNC

Dr. James E. Bottoms
Associate Director
Division of Vocational Education
State Department of Education
Atlanta, Georgia 30310

Dear Dr. Bottoms:

I would like to take the opportunity to congratulate you and your staff for the outstanding conference on Student Personnel Services. The information that has been desiminated will be of great value to the entire program of area vocational-technical centers.

If at any time, we in Oklahoma can be of assistance, please feel free to contact us.

It was a privilege to have been a participant in the conference.

Sincerely,

John C. Bruton

JOHN C. BRUTON
Assistant State Coordinator
Area Vocational-Technical Education

JCB:dc

SG GEORGIA STATE COLLEGE
33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

October 19, 1967

OCT 2 3 196

Dr. Gene Bottoms
Assistant State Director
Vocational Education Leadership
State Office Building.
Room 255
Atlanta, Georgia 30334

File

Dear Gene:

Just a word of congratulations on the recent National conference on Student Personnel Work. You and your staff are to be highly commended for an excellent piece of work in the project. Not only was the project successfully completed, but the conference program was to the point, hard-hitting, and represented Georgia Voc-Tech Education in the most favorable light.

Sincerely,

Ken

Kenneth B. Matheny
Professor of Education

KBM/rn

OCT 1 8 1967

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

M. W. ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIVISION OF
GUIDANCE AND TESTING

751 NORTHWEST BLVD.
COLUMBUS, OHIO 43212
PHONE 469-4590

JOHN G. ODGERS
DIRECTOR

October 16, 1967

File

Dr. James E. Bottoms
Project Director
Research Project 236
191 Central Avenue, S.W.
Atlanta, Georgia 30303

Dear Gene:

I spent most of this afternoon (Sunday) preparing a report of the First National Conference on Student Personnel in Area Vocational-Technical Schools for the next issue of "Ohio Guidance News and Views." You folks have so much good going for you that I do want to share some of it with our Ohioans. I'm enclosing some information which may be of interest to you, too.

Thank you for the invitation to the well planned and executed conference! The stay with you Georgians was both inspiring and pleasant.

Sincerely,

Chuck

Charles E. Weaver, Ph.D.
State Supervisor
Guidance Services

CEW:bb
cc: John G. Odgers
enclosure

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

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RETRIEVAL TERMS: student personnel services, vocational education, recruiting, admission, student records, counseling, information service, orientation, job placement, evaluation, guidance, administering

IDENTIFIERS:

ABSTRACT

A developmental project was conducted in the state of Georgia to develop student personnel services for post-secondary area vocational-technical schools. The project began with a study of the perception of area school students and staff members regarding the services needed. Based upon data obtained through the survey, committees composed of area school personnel and consultants designed the following student personnel services: preadmission information, admissions, records, counseling, information, job placement, and evaluation. These services were implemented in each school through monthly staff meetings led by student personnel specialists who discussed one service at each staff meeting.